

**NELSON MANDELA**  
UNIVERSITY



**2022**  
**REPORT**

**Engagement &  
Transformation Portfolio**

---

# IN SERVICE OF SOCIETY

Co-creating the transformative,  
responsive university

---

NELSON MANDELA UNIVERSITY

ENGAGEMENT AND TRANSFORMATION PORTFOLIO  
ANNUAL REPORT 2022

## ACKNOWLEDGEMENTS

---

### ARTWORK

- Rachel Larkin
- Xolela Madlanga
- Pola Maneli

### LAYOUT AND DESIGN

- Neil Honeycomb

### PHOTOS AND IMAGES

- Provided
- Facebook
- MEMO communications
- Nelson Mandela University website

### TEXT

- Provided

### EDITING SUPPORT

- Department of Communication and Marketing
  - Engagement and Transformation Portfolio Office
  - Chair for Critical Studies in Higher Education Transformation
-

### Vision

To be a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future.

### Our Mission

To offer a diverse range of life-changing educational experiences for a better world.

### Our Values

Diversity

Excellence

Ubuntu

Social Justice  
and Equality

Integrity

Environmental  
Stewardship

---

# CONTENTS

i.	<i>Acronyms and Abbreviations</i>	/ v
ii.	<b>Foreword: From the Vice-Chancellor</b>	/ 1
iii.	<b>From the Deputy Vice-Chancellor E&amp;T</b>	/ 4
iv.	<b>Overview of the Portfolio</b>	/ 7
v.	<i>How to read the report</i>	/ 7
vi.	<i>Programmes, Entities and Research Chairs</i>	/ 8
vii.	<i>What we are working towards</i>	/ 9
viii.	<b>Programmatic Work Across Mandela University</b>	/ 10
ix.	<b>Transversal Engagement Entities and Units</b>	/ 18
x.	<b>COVID-19 Coordinating Committee</b>	/ 21
xi.	<b>Engagement Office</b>	/ 22
xii.	<b>Transformation Office</b>	/ 26
xiii.	<b>Centre for Women and Gender Studies</b>	/ 28
xiv.	<b>Centre for the Advancement of Non-Racialism and Democracy</b>	/ 31
xv.	<b>Centre for Integrated Post-School Education and Training</b>	/ 34
xvi.	<b>Chair: Youth Unemployment, Employability and Empowerment</b>	/ 36
xvii.	<b>Chair: Critical Studies in Higher Education Transformation</b>	/ 39
xviii.	<b>HIV and AIDS Research Unit</b>	/ 42
xix.	<b>Transdisciplinary Institute for Mandela Studies</b>	/ 43
xx.	<b>Addendum A: Mobilising Social Media to Enhance Online Engagement</b>	/ 45

# ACRONYMS AND ABBREVIATIONS

<b>ACUSAfrica</b>	Advancing Critical University Studies across Africa
<b>ALE</b>	Adult Learning and Education
<b>AMTC</b>	Advanced Mechatronic Technology Centre
<b>ANC</b>	African National Congress
<b>APEX</b>	Association of Political Economy Experts
<b>APLA</b>	Azanian People's Liberation Army
<b>BRC</b>	Border Rural Committee
<b>BRICS</b>	Brazil, Russia, India, China, and South Africa
<b>CANRAD</b>	Centre for the Advancement of Non-Racialism and Democracy
<b>CAWE</b>	Community Adult and Worker Education
<b>CET</b>	Community Education and Training
<b>CERT</b>	Centre for Education Rights and Transformation
<b>CCC</b>	COVID-19 Coordinating Committee
<b>CCS</b>	Centre for Community School
<b>CCT</b>	Centre for Community Technologies
<b>CCW</b>	Community Convergence Workstream
<b>CERM-ESA</b>	East and South African-German Centre of Excellence for Educational Research Methodologies and Management
<b>CERT</b>	Centre for Education Rights and Transformation
<b>CHE</b>	Council on Higher Education
<b>CHE-AWG</b>	Council on Higher Education Articulation Working Group
<b>CIPSET</b>	Centre for Integrated Post-School Education & Training
<b>CLA</b>	Centre for Law in Action
<b>CLC</b>	Community Learning Centres
<b>CoP</b>	Community of Practice
<b>CriSHET</b>	Chair: Critical Studies in Higher Education Transformation
<b>CSF</b>	Civil Society Forum
<b>CSI</b>	Corporate Social Initiative
<b>CUS</b>	Critical University Studies
<b>CUS-SA</b>	Critical University Studies – South Africa
<b>CWGS</b>	Centre for Women & Gender Studies
<b>CYUEE</b>	Chair: Youth Unemployment, Employability & Empowerment
<b>DHET</b>	Department of Higher Education & Training
<b>DVC</b>	Deputy Vice-Chancellor
<b>EAF</b>	Engagement Advancement Fund
<b>EC-TVET RRT</b>	Eastern Cape TVET Colleges Research Round Table
<b>EE</b>	Employment Equity
<b>EMANCO</b>	Executive Management Committee
<b>EPALE</b>	European Community of Adult Education Professionals
<b>EPSI</b>	Equality Promotion and Social Inclusion
<b>ESD</b>	Education for Sustainable Development
<b>ETC</b>	Engagement and Transformation Committee
<b>ETP</b>	Engagement & Transformation Portfolio
<b>GBV</b>	Gender-Based Violence
<b>GBVF</b>	Gender-Based Violence and Femicide
<b>GMMDC</b>	Govan Mbeki Maths Development Centre
<b>GreenTEC</b>	Green Technologies Engineering Cooperative
<b>HAU</b>	HIV & AIDS Research Unit
<b>HET</b>	Higher Education Transformation
<b>HoC</b>	Hubs of Convergence
<b>HRM</b>	Human Resource Management
<b>HSRC</b>	Human Sciences Research Council
<b>ICAE</b>	International Council for Adult Education

<b>ICEP</b>	Institutional Culture Enlivening Process
<b>ICWG</b>	Institutional Culture Working Group
<b>IPL</b>	Institutional Public Lecture
<b>IPSS</b>	Institute for Post School Studies
<b>IRT</b>	Institutional Research Theme
<b>ITP</b>	Institutional Transformation Plan
<b>JOVACET</b>	Journal of Vocational Adult and Community Education and Training
<b>KABP</b>	Knowledge, Attitudes, Behaviour and Practices
<b>LET</b>	Living Education Theory
<b>LSSLU</b>	Labour and Social Security Law Unit
<b>MANCO</b>	Management Committee
<b>MEDUNSA</b>	Medical University of Southern Africa
<b>MFA</b>	Marrakech Framework for Action
<b>MK</b>	uMkhonto we Sizwe
<b>MMF</b>	Middle Management Forum
<b>MoU</b>	Memorandum of Understanding
<b>MRU</b>	Marine Robotics Unit
<b>NIHSS</b>	National Institute for the Humanities and Social Sciences
<b>NMBM</b>	Nelson Mandela Bay Metropolitan
<b>NRF</b>	National Research Foundation
<b>NSFAS</b>	National Student Financial Aid Scheme
<b>NSP</b>	National Strategic Plan
<b>OOCH</b>	One Oceans Hub
<b>ORHET</b>	Online Resource for Higher Education Transformation
<b>PAC</b>	Pan Africanist Congress
<b>PAL-BISA</b>	Project on Autocratic Legalism in Brazil, India, and South Africa
<b>PEA</b>	Political Economy Analysis
<b>PIGIESO</b>	Policy on Inclusive Gender Identities, Expressions and Sexual Orientations
<b>SACASC</b>	Southern African Cisco Academy Support Centre
<b>SANNC</b>	South African Native National Congress
<b>SAPS</b>	South African Police Service
<b>SARChI</b>	South African Research Chairs Initiative
<b>SFA</b>	Strategic Focus Area
<b>SLP</b>	Short Learning Programme
<b>SoC</b>	Statement of Commitment
<b>SRAC</b>	Strategic Resource Allocation Committee
<b>SRC</b>	Students' Representative Council
<b>SRFSC</b>	Strategic Resource Funding and Sustainability Committee
<b>SSF</b>	Small-scale fishers
<b>SST</b>	Sustainable Seas Trust
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>TIC</b>	Transdisciplinary and Internationalisation Committee
<b>TLT</b>	The Learning Trust
<b>TIMS</b>	Transdisciplinary Institute for Mandela Studies
<b>TOPS</b>	TVET College Occupational Programmes: Skills for the Informal Sector
<b>TVET</b>	Technical Vocational Education & Training
<b>TVET-RP</b>	TVET Colleges Research Programme
<b>UADS</b>	Universal Accessibility and Disability Services
<b>UBSS</b>	Unit for Biokinetics and Sport Science
<b>UCDP</b>	University Capacity Development Programme
<b>UCLIN</b>	University Psychology Clinic
<b>UNCTAD-STI</b>	United Nations Conference on Trade and Development – Science, Technology and Innovation
<b>UNESCO-UIL</b>	UNESCO's Institute of Lifelong Learning
<b>UNEVOC</b>	International Centre for Technical and Vocational Education and Training
<b>UPSET</b>	Unfurling Post School Education and Training
<b>USC</b>	Unit for Statistical Consultation
<b>VAPA</b>	Visual and Performing Arts
<b>VC</b>	Vice-Chancellor

# FOREWORD

## FROM THE VICE-CHANCELLOR

The [Engagement and Transformation Portfolio](#) (ETP), established in 2019 as part of the University's organisational redesign, is envisioned as a facilitative and coordinative 'mechanism' to stimulate and activate existing resources across the University's divisions to advance the idea of a transformative, responsive university. Having established and refined its internal structures in 2020 and 2021, in 2022 the ETP turned its focus to further exploring its facilitative role, alongside the continued work of its entities, projects and programmes.

The ETP's coordinative and facilitative function is based on the understanding that innovative engagement and transformation work is being undertaken across all the portfolios and faculties in the University, but is not necessarily being mapped or supported institutionally. The ETP aims to bring the various engagement and transformation projects and programmes together to catalyse collaboration for greater impact to realise the University's vision to be in service of society.

This year saw the establishment of two new committees, both chaired by the DVC: ETP, Prof André Keet, that serve as valuable platforms for building relationalities across portfolios and faculties around engagement and transformation work. The Engagement and Transformation Committee (ETC) performs various engagement and transformation functions, including strategic planning, formulation of frameworks, policy recommendations and entity approval. The Transdisciplinarity and Internationalisation Committee (TIC) includes engagement and transformation functions such as promoting modes of knowledge generation to address increasingly complex societal challenges and to advance knowledge democracy and epistemic freedom; and to create an environment that will stimulate, support, monitor and publicise research and internationalisation activities between faculties and the external community. The engagement and transformation work across the University, as highlighted by these committees, is vibrant and varied.

As this report bears out, transdisciplinary and cross-portfolio collaborative initiatives are also regularly part of the substantive work of the ETP. The Mandela University Food Systems programme, for example, has been working with students from the Visual and Performing Arts (VAPA) Department and the Media and Communications Department. Hubs of Convergence (HoC) projects have, in 2022, included collaborations with the Faculty of Education, Social Development

Professions, the School of Architecture and the Dean of Students. These examples start to sketch a picture of a dynamic network of relationalities across the University, animated by the need to be responsive to the needs of its internal and external communities.

The fostering of these relationalities, both within the University and beyond, is the basis for the work towards the strategic imperative of Repositioning Engagement. Early in 2022, the Engagement Office gained a new director, with Dr Bruce Damons taking up the role of steering the co-consultative efforts to reshape the Engagement Office and champion the re-imagining of engagement. This included drafting an Institutional Stakeholder Engagement Framework to develop and inform the converged approach to engagement that the University is exploring. The co-construction of this approach involves extensive and continued engagement with a multiplicity of stakeholders within the University and beyond, with a focus on building reciprocal relationships and hybrid praxes. The work of the Food Systems Programme, the Hubs of Convergence, the Career Services Unit, the Continuing Education Unit, the Engagement Information and Development Unit and the Community Development Unit, which fall under the Engagement Office, are all vital for furthering this approach.





The University's strategic imperative of Transformation and Social Justice is also a key area for the ETP. On a broad institutional level, 2022 saw some important equality-related policy developments, facilitated by the Transformation Office, with amendments to refine relevant processes and expand duty of care provisions being drafted and approved. The committed attention to the effectiveness of our equality-related policies by the Transformation Office must be commended due to their significance with regards to the protection of our students and staff and the ensuring of just processes. This was also a vital year for the University's Institutional Transformation Plan (ITP). The Transformation Indaba held in February provided space for an in-depth discussion around the implementation of the 2018-2022 ITP and the University's priorities for the new plan in its pursuit of transformation and social justice. This laid the basis for consultation with stakeholders across the University about the new ITP, with it being approved by Council at the end of 2022. This plan will guide

the University's transformation work for the next five years.

The Revitalisation of the Humanities continues to dovetail with the Transformation and Social Justice imperative in productive ways. This year, the Faculty of Humanities, home of the University's strategic priority to Revitalise the Humanities, focused its engagement and transformation initiatives around the themes of Women Intellectual Histories; African Vernacular Archive and Heritage; Public Management, Governance, and Leadership; and Ocean Cultures and Heritage. As part of the Women Intellectual Histories project, the University was honoured to become the home of the Dr Brigalia Bam archive, an exhibit of which was hosted in 2022. This achievement was a result of the collaboration between the faculty, the Centre for Women and Gender Studies (CWGS), and the DSI-NRF SARCHI Chair for African Feminist Imaginations.





This year was also notable for the relaunch of the Faculty of Humanities' Raymond Mhlaba Centre through the Raymond Mhlaba Public Lecture featuring Mandela University's Chancellor, Dr Geraldine Fraser-Moleketi. Institutional Public Lectures provide us with an opportunity to engage with broader society on our shared challenges, and this potential was engaged with fully in 2022, with Mandela University and the ETP holding two inaugural Public Lectures. CrSHET and CANRAD hosted the [Inaugural Govan Mbeki Institutional Public Lecture](#) with Mcebisi Jonas speaking insightfully on *'Navigating Global and Domestic Turmoil: The Urgent Need for Visionary Collaborative Leadership'*. The event drew a large audience and provided insightful commentary on the state of South African politics and society. The CWGS, with the University of Fort Hare, hosted the inaugural Dr Phyllis Ntantala and Prudence Mabele Joint Public Lecture. The now-late Gloria Bosman added to the emotional and scholarly richness of the event with her performance.

2022 marked the 5-year anniversary of the University's name change. As such, the strategic imperative of the Mandela Academic Posture and Identity was highlighted. As the only academic institution to bear Mandela's name, the University is determined to do justice to a scholarly expression of the social figure of *Mandela*. In this pursuit, the University has partnered with the Nelson Mandela Foundation (NMF) on a Critical Mandela Studies and Scholarship project housed in the Transdisciplinary Institute for Mandela Studies (TIMS). This year saw extensive engagements across the University on this project, from a media campaign exploring the meaning of Mandela for the University community to a panel discussion at the Transformation Indaba to student focus group

discussions. As the Food Systems programme collaboration with the NMF for Mandela Day illustrates, this intellectual exploration is underpinned by practical expression of Mandela's social justice values.

In 2022, the University also embarked on the first leg of its African Engagements and Partnerships Programme. This programme is informed by our vision to be a dynamic African university and by Mandela's relationship with the continent. In 1962, Mandela, as the first commander-in-chief of Umkhonto we Sizwe, travelled across Africa in pursuit of support for the anti-apartheid struggle. Now, we follow in his footsteps to build collaborations with other African institutions who share a sense of collective responsibility for finding solutions to the challenges we face. In 2022, we led a delegation to East Africa, inclusive of representatives of the faculties and the ETP.

This Africanisation project, both intellectually and collaboratively, has been taken up by the ETP in a variety of ways. CrSHET and its collaborators hosted the 2022 Advancing Critical University Studies Across Africa (ACUSAfrica) Conference at Mandela University, with invitees from the continent, including Makerere University, whose MOU with Mandela University was renewed during the first leg of the African Engagements and Partnerships programme. A working group under the ETP has also been constituted with the mandate to focus on Africanisation and decolonisation efforts across the University. With the West African leg of the programme planned for 2023 and the working group now established, we look forward to seeing how we can further our collaborative efforts on the continent to imagine universities for the Africa we want.



## FROM THE DEPUTY VICE-CHANCELLOR: ENGAGEMENT AND TRANSFORMATION

For the Engagement and Transformation Portfolio (ETP), 2022 was an opportunity to continue deepening the conversation around what it might mean to be a transformative, responsive university, and how Mandela University might best pursue this goal. In doing so, the Portfolio remains firmly grounded in the University's Vision 2030 and the strategic priorities captured therein. This Vision informed by the ETP's iterative work, and creates the broad parameters within which the ETP might experiment with praxes, and interrogate and critique the University and broader structures of power in the continuous pursuit of being truly in service of society.

One such 'experiment', the COVID-19 Coordinating Committee (CCC), established under emergency conditions in response to the 2020 emergence of the global pandemic, was dissolved in 2022. This dissolution was in response to the prevailing social context – the lifting of the National State of Disaster and the waning need for urgent medical interventions. The knowledge gained from the work of the CCC, about the most pressing issues facing the University's communities and how to co-construct relationships and solutions with these communities, was integrated into the engagement matrix of the institution – within the ETP and beyond. The CCC and its function has thus become a notable illustration of what an iterative and adaptable approach to engagement might mean – an example of *responsiveness*, and the potential of the lessons learnt *from responding* to inform transformative praxes in the long term.



What has also become clear in the cumulative work of the Portfolio up to this point, is the importance of re-assessment and testing of assumptions. Without these principles being applied to our ways of doing, we run the risk of missing productive points of entry into engagement and transformation work. Since its inception, the offices, entities and programmes in the Portfolio have frequently used *mapping* as a strategic starting point for projects. The Institutional Culture Working Group has produced a meta-analysis of institutional culture studies and programmatic interventions within the University as a starting point for grappling with the challenges the University faces on this front. The Food Systems Programme began by mapping the sustainable food initiatives within the institution, the Transdisciplinary Institute for Mandela Studies has put together a mapping note of the ways in which the University has responded to the new name, and the Centre for Women and Gender Studies' work on gender mainstreaming is being informed by an overview of where in the University 'gender' is being taught.

Here, mapping is not a colonial endeavour to know in order to conquer. Rather, it is a critical project in search of the alternatives that already exist within the system. Knowing, in this case, is not a conceptual ending, but rather an opening up of possibilities, in a continuous pursuit of more socially just ways of being. It is thus a mode of being constantly *in response* to the power structures that constrain the University's potential to be in service of society, assumptions that require deconstruction, and the creative work of those across the University and its communities with an investment in its transformative

involves mapping and connecting the nodes of this work.

The practical work of the ETP thus ties into the conceptual underpinnings of a De/Centred Critical University Studies, as is being explored by the Chair for Critical Studies in Higher Education Transformation (*CrSHET*) and the network of which it is a co-organiser – the Advancing Critical Studies Across Africa (*ACUSAfrica*) network. Critical University Studies, in this formulation, is an approach to the study of the university that critically explores the taken-for-granted assumptions of higher education. Although the focus, captured in the name, is the University, this critical angle to higher education is apparent in the work of the Chair for Youth Unemployment, Employability and Empowerment (*CYUEE*) and the Centre for Integrated Post-School Education and Training (*CIPSET*), who continue to challenge taken-for-granted assumptions about the TVET sector and deficit approaches to employment that fail to acknowledge survivalist modes of making a living.

2022 also saw the University's renewed focus on its connections in Africa. The ETP, fully aligned with the University's vision to be a dynamic African institution, is looking forward to expanding its own network of relationalities across the continent. With various engagements already planned for 2023, including the *ACUSAfrica* Conference in Ghana and a follow-up visit to East Africa to further the University and ETP linkages established with the VC's delegation in 2022, the coming year bodes well for deepening the conversation around what a transformative, responsive university looks like in the kind of Africa we collectively want.



# OVERVIEW OF THE PORTFOLIO

## I. HOW TO READ THE REPORT

The Engagement and Transformation Portfolio (ETP) presents its 2022 report within the broader context of the University's history, present, and future as part of Vision 2030. This report is an invitation to critically reflect and engage in conversations to collectively envision what a dynamic African university in service of society could look like, and how the Portfolio's work can advance that vision. The ETP welcomes ideas, collaborations, and initiatives from the University, the sector, and society.

This report also outlines the Portfolio's role in providing intellectual and strategic leadership for engagement and transformation in support of the University's vision and strategic objectives. The Portfolio works collaboratively, and coordi-

nates and facilitates engagement and transformation work across the institution's seven faculties, representing diverse disciplines and fields.

Since the *Mandela* name change in 2017 and the Vice-Chancellor's inaugural address in 2018, discussions across and beyond the University have centred on the defining spirit of the institution. This question has guided the development of Vision 2030 and the University's organisational redesign processes. The response to this question has evolved over the past several years and is currently framed as a socially embedded, transformative-responsive university. The ETP and its work are a key expression of Vision 2030 and the University's new direction. Our work is based on three tenets:

I.

We believe that, in order to provide a diverse range of life-changing experiences for a better world, the University needs to be both socially responsive and socially embedded; to be achieved through institutional transformation.

II.

We believe that a critical, engaged scholarship and the transformation of our knowledge project are essential if the University is to pursue impactful research, innovation and internationalisation to promote sustainable futures.

III.

We believe that internal and external convergence within and beyond the University will facilitate engagement with all publics in equalising partnerships that advance agency and promote the co-creation of African-purposed solutions.



## II. PROGRAMMES, ENTITIES AND RESEARCH CHAIRS

### PROJECTS

Hubs of Convergence  
Transdisciplinary Institute for Mandela Studies

### RESEARCH UNITS

HIV & AIDS Research Unit

### DVC: ENGAGEMENT & TRANSFORMATION

#### RESEARCH CHAIRS

Chair: Youth  
Unemployment,  
Employability &  
Empowerment

Chair: Critical Studies in  
Higher Education  
Transformation

Chair: African Feminist  
Imaginations

DVC: ETP Office  
Admin & Research  
Support

#### INSTITUTIONAL FUNCTIONS

Transformation Office

Engagement Office

Career Services  
Community Development Unit  
Unit for Continuing Education  
Engagement Information & Development

#### CENTRES

Centre for the  
Advancement of  
Non-Racialism and  
Democracy

Centre for Women &  
Gender Studies

Centre for Integrated  
Post-School Education &  
Training

### WORKING GROUPS / COMMUNITIES OF PRAXES

Institutional Culture  
Working Group

Gender Transformation  
Strategy Working Group

Equality Working Group

Universal Access  
Working Group

Food Systems Working  
Group

Engagement Forum  
- Faculties, Entities,  
Divisions and Communities  
/ Stakeholders

e.g. BES (E&T Committee)

TVET Coordinating  
mechanism /  
TVET Convergence  
Working Group

Africanisation-  
Decolonisation  
Working Group

COVID-19 Coordinating Committee (CCC)

Hubs of Convergence (HoC)

### III. WHAT WE ARE WORKING TOWARDS

I.

Advancing the scholarship and praxes of an engaged, transformative university – locally responsive, nationally active, regionally alive, and globally aware – to advance the social value of research and learning and teaching.

II.

Aligning engagement and transformation with the vision and strategic priorities of the University; including oversight of the institutional transformation plan and the engagement strategy and philosophy.

III.

Embedding engagement and transformation across the University's portfolios for socio-economic impact and in the interest of the public good.

IV.

Leading creative and innovative engagement and transformation projects; positioning Nelson Mandela University strategically within the national and global higher education sector.



# PROGRAMMATIC WORK ACROSS MANDELA UNIVERSITY

The many collaborative efforts towards a shared vision, and the myriad of knowledges and methodologies among role-players within the University, are woven together. The below cross-functional working groups operate within the ETP across the institution to assist in advancing the objectives set out in the Institutional Transformation Plan (ITP) 2023-2027. The working groups are now mostly clustered under ICE, yet they still 'function' to drive the thematic areas within and beyond the portfolio.

- Institutional Culture Working Group (ICWG)
- Universal Access Working Group (UAWG)
- Equality Working Group (EWG)
- Gender Transformation Strategy Working Group (GTWG)
- Nelson Mandela University Food Systems Working Group (NMFUS)
- Nelson Mandela University TVET Convergence Working Group (TVET-WG)
- Africanisation and Decolonisation Working Group (ADWG)

Mandela University and its networks are dedicated to engagement and transformation efforts. Working groups and communities of practice facilitate the transfer of knowledge and skills between faculties, disciplines, campuses, and modes of working. Through engaged research and teaching projects, as well as service and support relationships with our community-stakeholders, our University is enriched with transdisciplinary collaborative efforts. The institution's expertise demonstrates its dynamic and diverse ability to respond to the critical challenges of our time.

The ETP plays a significant coordination and facilitation role within the University, working alongside its [seven faculties](#) in various projects, programs, and activities. Engagement entities are located within faculties across the seven campuses, and are based on institutional and faculty research themes and engagement activities. The aim is to encourage inter-departmental and inter-faculty collaboration, thus enhancing research and engagement relevance and excellence.



## FACULTY OF HUMANITIES

Mandela University's [Faculty of Humanities](#) prioritises Engagement and Transformation activities as part of its core missions, which also include Learning and Teaching; and Research, Internationalisation and Innovation. In 2022, the faculty's engagement and transformation activities focused on four research themes: Women Intellectual Histories; African Vernacular Archive and Heritage; Public Management, Governance, and Leadership; and Ocean Cultures and Heritage.

The Women Intellectual Histories project, led by the Centre for Women and Gender Studies and the SARChI Chair for African Feminist Imaginations, concentrates on the work of Black South African women, with a focus on Eastern Cape women. The project curated an exhibition from Dr Brigalia Bam's archive, which was opened to the public. The faculty also developed a concept for the development of school textbooks on Democracy and Elections in South Africa, using the Bam collection and Dr Bam's book, *'Democracy: More Than Just Elections.'*

The African Vernacular Archive project aims to rediscover Africa's past and imagine the future from an African perspective. The faculty collaborated with the provincial Department of Sports, Recreation, Arts, and Culture in hosting the first-ever international hybrid scientific conference in the medium

of isiXhosa on the history of the writing of the isiXhosa language. The faculty also collaborated with the Department of Sport, Recreation, Arts and Culture (DSRAC) in curating their museum archives in the city centre.

Public Management, Governance, and Leadership covers issues of leadership and governance in the public and other sectors. The faculty hosted Lord Peter Hain, who addressed students and the wider community on conflict negotiation and resolution, and global complicity in South Africa's State Capture. The Raymond Mhlaba Public Lecture relaunched the Raymond Mhlaba Centre, and a dialogue was attended by the Nelson Mandela Bay Metro's political organizations with their regional leaders as main speakers.

The NRF Ocean Cultures and Heritage Research Chair conducts anthropological field research to understand the ways in which ocean spaces are experienced and how the social and cultural dimensions of the ocean environment shape human experience.

Overall, the faculty's engagement and transformation activities aim to reinsert value into scholarship and leverage the University's potential to transform society. In 2022, the faculty made significant progress towards these goals through various initiatives and partnerships focused on its research themes.





# FACULTY OF EDUCATION

The [Faculty of Education](#) is dedicated to preparing compassionate, effective, and socially just teachers, researchers, and leaders through humanising pedagogies, collaborative partnerships, and innovative technologies. It plays a significant role in Initial Teacher Education (ITE) and offers a variety of programmes, including primary and secondary school education, post-schooling programmes, and postgraduate programmes for educators who want to further their understanding and develop new insights through advanced studies.

The faculty has five departments, including Primary School Education for the Foundation Phase (grades R to 3) and the Intermediate Phase (grades 4 to 7), as well as Secondary School Education that offers the B Ed Senior Phase and Further Education and Training (FET) Program and the Postgraduate Certificate in Education (PGCE) for specific subject teaching at the secondary school level. The faculty also has a Post-Schooling Department that focuses on Technical and Vocational Education and Training (TVET) and offers the Advanced Diploma in TVET and the Postgraduate Diploma in Education (PGDE) to develop teaching competencies in the TVET sector and promote innovative instructional leadership in the South African education system. Additionally, the faculty offers postgraduate programmes such as Honours, Masters in Education, and Doctoral programmes to support educators, managers, and planners in becoming change agents and education researchers through cutting-edge research.

School-based learning (SBL) is a mandatory component of the ITE programmes, requiring students to gain hands-on ex-

perience in school classrooms to develop a holistic approach to teaching. The Centre for Community Schools (CCS) is an engagement entity within the faculty that focuses on developing school improvement approaches based on the community school concept, particularly in under-served communities facing socio-economic challenges. The CCS has established partnerships with schools in various areas, including Manyano Network of Schools in New Brighton, Zwide, Kwazakhele, Northern Areas, and Kariega, as well as schools in the rural Eastern Cape. The CCS is expanding its work to the Motherwell area and establishing partnerships with stakeholders such as government departments, traditional leaders, and community members to strengthen its impact.

The Faculty of Education also actively promotes thought and practice on gender diversity in leadership, recognising the challenges that women face in patriarchal systems. It emphasises the need for women in leadership roles to challenge and shift patriarchal hegemony while providing guidance and mentorship to others.

The faculty is committed to preparing compassionate and effective educators through humanising pedagogies, collaborative partnerships, and innovative technologies. It offers a wide range of programmes, including ITE, post-schooling, and postgraduate programmes, and emphasises school-based learning and community engagement. It also promotes gender diversity in leadership and strives to make a positive impact in under-served communities through its engagement with the CCS.



## FACULTY OF ENGINEERING, THE BUILT ENVIRONMENT AND TECHNOLOGY

The [Faculty of Engineering, the Built Environment and Technology](#) (EBET) is comprised of four schools and various institutes, centres, and units that aim to promote engagement, research, and innovation in various fields through partnerships with communities, industry, and government. The faculty had several engagement entities for the 2022 academic year, including eNtsa, Advanced Mechatronic Technology Centre (AMTC), Centre for Community Technologies (CCT), Sub-Saharan Africa Cisco Academy Training Centre (SSA CATC), and the Marine Robotics Unit (MBU). The faculty also has transformation and engagement projects such as STEM in Action, Women in Engineering Leadership Association (WELA), and the Built Environment Ladies Association (BELA).

The School of Architecture, School of Engineering, and School of Information Technology undertook various projects and initiatives in 2022. The School of Architecture focused on projects such as the Kasiplay Structure, the Mdantsane Research and Community Centre, Origins, and the True-Blue Makers Market exhibition. The School of Engineering had two key areas of focus: the Isuzu Chair supported a range of student projects and academic support programmes, including the Mechatronics Mentorship Programme, while the AMTC's merSETA Engineering Development Programme included high school interventions, TVET college projects, and women in engineering initiatives. The School of Information Technology hosted several projects and initiatives aimed at enhancing infrastructure and supporting student develop-

ment, including training and competition opportunities.

The CCT focused on addressing social and health challenges in South African communities through various projects. It has undertaken programmatic work focused on rural engagement, outreach and development, digital skills training, cancer survivor support, elderly care management, menstrual health awareness, and taking science to the community through social media and radio interviews.

Lastly, eNtsa is an innovation hub that supports research, design, and technology assimilation for the broader manufacturing sector with a focus on the automotive, power generation, and petrochemical industries. The hub provides various specialised services aimed at supporting and stimulating local innovation through supplier development initiatives. eNtsa consists of several strategic business pillars aimed at creating socio-economic impacts for a sustainable future, including the Supplier Development Engagement & Technology Station Programme, uYilo eMobility Programme, eNtsa Training Academy, and research and innovation efforts.

Overall, EBET offers state-of-the-art facilities, top-notch technology, and excellent training to produce responsible and responsive graduates, and is committed to addressing the social and health challenges faced by communities in South Africa through various projects and initiatives.



## FACULTY OF HEALTH SCIENCES

The [Faculty of Health Sciences](#) is dedicated to promoting health education, training, and interdisciplinary research. The faculty has various programmes and initiatives aimed at realising the Sustainable Development Goals (SDGs) and promoting human capacity development for staff and students. It engages in community activities annually to achieve its strategic goals, such as the Zanempilo and Phelophepha Health Services projects, the interprofessional education programme, and the Interprofessional Health Research Network.

This year, the faculty's School of Clinical Care and Medicinal Sciences participated in various community outreach activities, such as flood relief efforts, medical scenario exercises, water safety during events, and caring for initiates during circumcision periods. The Medical Laboratory Science team participated in a Night Run activity, while the Nursing Science department co-hosted a family-friendly fun run/walk to raise funds for student nurses. The Pharmacy Department was involved in outreach through a mobile health services vehicle, charity drives, and work-based learning activities. The School of Behavioural and Lifestyle Sciences has several initiatives to support the health and wellness of the community. The Human Nutrition and Dietetics Department is working on a community research project in Zwide township, partnered with African women who have hypertension. The Hu-

man Movement Sciences Department has several initiatives, including the Mandela/FIFA/CIES Short Learning Programme (SLP), which recently completed its 14th edition, and donated sports equipment to the Gem Project, a centre for vulnerable children.

The Medical School has had various engagements, including inviting clinicians from different specialties to integration sessions, working with the Society of Rhinoplasty Surgeons of South Africa (SORSSA), and engaging with Pfizer for potential research collaborations. The school has also engaged with colleagues within the University about the presence of cadavers at the medical school and planned future engagement with local community leaders regarding the need for cadavers and what the body donation programme will entail.

Altogether, the Faculty of Health Sciences is committed to community engagement through its various programmes and initiatives, which promote SDGs and human capacity development for staff and students. The faculty's dedication to community engagement is evident through its role in launching specialised rescue missions, strengthening public facilities, and health services rendered to the populace through strategic collaborations with stakeholders and community engagement at various levels.



## FACULTY OF LAW

The [Faculty of Law](#) is dedicated to equipping graduates with the necessary attributes for successful careers in law. The faculty consists of four departments: Public Law, Mercantile Law, Private Law, and Criminal and Procedural Law. The faculty is linked with various entities such as the Centre for Law in Action (CLA), Chair in the Law of the Sea and Development in Africa, Labour and Social Security Law Unit (LSSLU), Law Clinic, and School for Legal Practice.

FishFORCE collaborated with SeaMonster this year to create a virtual law enforcement game called “FishFORCE Bridge Inspection” specifically for fisheries law enforcement officers. The game is designed to test critical thinking, diligence, and curiosity skills, and it has 10 levels with increasing difficulty that can be accessed on smartphones. Further, several professors engaged in activities to advance their areas of expertise, including collaborative engagement on food security post-COVID-19; serving as gender and discrimination experts; arranging the Oceans, Justice and Human Rights Conference; and engaging with the United Nations (UN) in relation to the development of a new optional protocol to the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD).

The Refugee Rights Centre (RRC) provided legal advice and support to 4,022 refugees and asylum seekers from 20 countries. It also held 18 outreach initiatives in six different locations in the Eastern Cape to provide legal services to resource-deprived refugees. RRC attorneys appeared in courts across the province, representing undocumented asylum seekers and securing their swift release. The Nelson Mandela University Law Clinic (NMULC) provides access to justice to indigent community members. The clinic is professional and transformative, providing work equivalent to that of a practising attorney's office.

The Centre for Law in Action (CLA) researched the legal aspects of South Africa's marine biodiversity conservation in 2022. The study focused on regulatory mechanisms and legal frameworks for protecting marine species and ecosystems, including whales, sharks, and kelp forests. The research findings were presented at a seminar attended by stakeholders in marine conservation and management, discussing implications for policy and management. The research report is set to be published in early 2023. This programmatic work highlights the Faculty of Law's dedication to advancing legal education, promoting access to justice, and addressing pressing social issues.



## FACULTY OF SCIENCE

The [Faculty of Science](#) is committed to a curriculum that is focused on Africa, with an emphasis on Ubuntu, research, and innovation. Its priorities are centered on partnerships, research, and teaching. 2022 was a productive year for the faculty, which hosted the African School of Fundamental Physics and Applications, celebrated the International Year of Basic Sciences for Sustainable Development, and marked the centenary of the International Union of Pure and Applied Physics.

The faculty is dedicated to achieving the United Nations Sustainable Development Goals (UN SDGs), the Africa's Agenda 2063, and the goals outlined in the Department of Science and Innovation's white paper and its decadal plan. Its Strategy 2030 has received support from the Faculty Board and other institutional governance structures, and it strives to take Nelson Mandela University forward to serve society through science. The faculty recognises its responsibility in shaping the future of science, technology, and innovation to contribute to the needs of the world. To achieve this, it encourages students and staff to think beyond the ordinary and step outside their comfort zones to promote diversity, inclusion, and new ideas. Failure to do so will only worsen challenges such as inequality, poverty, unemployment, and environmental degradation, compromising the well-being of

all. The faculty is committed to promoting the common good, enhancing human dignity, and protecting the environment.

The Faculty of Science is a transdisciplinary, engaged, ethical, and sustainable African faculty that aims to advance understanding through excellence in research, teaching, and engagement. It houses several schools, including the School of Biomolecular and Chemical Sciences; the School of Computer Science, Mathematics, Physics, and Statistics; the School of Environmental Sciences; and the School of Natural Resource Management. It also hosts several units, centres, and institutes that contribute to sustainable development and engage with stakeholders. It is keyed into Africa's Agenda 2063 and is committed to solving problems on the continent. During the pandemic, the faculty worked with hospitals, businesses, and communities in the Nelson Mandela Metro to fight COVID-19. The faculty's strategic goal is to embrace the use of technology, including online learning and engagement, to facilitate learning and teaching within the faculty.

The Faculty of Science is committed to contributing to the needs of society and the world through excellence in research, teaching, and engagement. It is dedicated to promoting diversity, inclusion, and new ideas while embracing technology to facilitate learning and teaching.



# FACULTY OF BUSINESS AND ECONOMIC SCIENCES

The [Faculty of Business and Economic Studies](#) (BES) is committed to social responsibility and engaging with communities through research, learning, and teaching. The faculty comprises five schools, namely the Business School; School for Industrial Psychology and Human Resources; School of Accounting; School of Economics, Development and Tourism; and School of Management Sciences.

The faculty hosts several engagement and transformation initiatives each year that create value for communities. These initiatives include summer schools, international webinars, volunteerism, leadership programmes, social responsibility projects, and more. In 2022, it hosted several events, including the Roger Federer Foundation Webinar, the Leadership Summit Pre-Event, a Faculty Book Drive, and Breakfast Club@ Business School events. The School of Accounting organised various engagement projects such as Meet with Me, Mandela Day Feeding Project, Alumni Achiever Profile Series, Vistarus Winter Drive, Door of Hope, Thuthuka turns 20 Celebration,

St Thomas Career Visit, and more. They also organised several webinars and drives related to mental health, sanitary, and flood relief. The School of Industrial Psychology and Human Resources hosted the Germany-South Africa Global Classroom, Return-to-Work Conversations, and Khanyisela College Assessment Centre. The School of Economics, Development, and Tourism organized several webinars, including one titled '*Russia-Ukraine War: Impact on South Africa's Economic Development*' and the Alumni Webinar – 1st-year students.

The Business School further hosted and co-hosted a massive undertaking of events and talks. The George Campus organised various events such as book drives, workshops, and public lectures. In conclusion, the Faculty of Business and Economic Studies is committed to engaging with communities and creating real value for them. The faculty's engagement and transformation initiatives offer various opportunities to students and community members to learn, grow and make a positive impact.



# TRANSVERSAL ENGAGEMENT ENTITIES AND UNITS

The aim of [engagement entities](#) is to enhance and reinforce existing engagement and scholarly endeavours within the University by establishing mutually advantageous partnerships with external communities that align with the institution's strategic objectives and priorities. These activities enhance the academic atmosphere for both faculty and students, the curriculum, and the scholarly initiatives of the University. Engagement entities are dispersed throughout the University's faculties and campuses, with many operating within major departments and schools. They are an integral component of the University's broader community engagement initiatives, extending beyond the local community. This report details the activities of entities directly affiliated with the University, with the following section covering entities that are faculty-based and officially registered with the Engagement Office. Engagement activities fall within the following categories of the University's Engagement Conceptual Framework:

- Community Interaction, Service and Outreach;
- Professional/Discipline-Based Service;
- Teaching and Learning; and
- Research and Scholarship.

## CENTRE FOR LAW IN ACTION

The [CLA](#) engages with all sectors of civil society that serve community needs and contributes to sustainable development through capacity building, skills development, the rendering of institutional support and the establishment of best practices and benchmarks. The primary aim of CLA is to improve the levels of service delivery by the different spheres of government through the effective implementation of existing legislation and to increase access to justice.

## ADVANCED MECHATRONIC TECHNOLOGY CENTRE

[AMTC](#) envisions itself to be a leader among South African universities in putting knowledge and talent to work through diverse collaborations to benefit the people and communities of the region, country, nation and world. It aims to be nationally recognised for excellence as a community-engaged centre where faculty and staff, students, alumni, and partners from communities of diverse types, interests and locations, from local to global, collaborate strategically.

## SOUTHERN AFRICA CISCO ACADEMY SUPPORT CENTRE

The Cisco Network Academy Programme is an educational program taught in more than 10,000 educational institutions worldwide. The same content is taught in all academies which makes this a truly international program. The aim of the programme is to teach students both theoretical and practical skills to prepare them for a career in Computer Networking. [SACASC](#) aims to be a pillar for the provision of internet technology skills in Southern Africa.

## UNIVERSITY PSYCHOLOGY CLINIC

[UCLIN](#) is an outpatient unit concerned with the assessment and treatment of children, adolescents, and adults who are experiencing educational, emotional and/or behavioural difficulties. UCLIN staff includes individuals specialised in clinical, counselling, educational, and research psychology. UCLIN is also a training and research unit where postgraduate students receive professional training.

## BIOKINETICS AND SPORT SCIENCE UNIT

The [UBSS](#) is a facility that is committed to the education and professional training of postgraduate Biokinetics and Sport Science students in the Faculty of Health Sciences with the ultimate goal of registration with the HPCSA as professional biokineticists. The Unit is housed in the Department of Human Movement Science within the Faculty of Health Sciences.

## CENTRE FOR COMMUNITY SCHOOLS

The [CCS](#) is an entity that works to promote, strengthen and support community schools to improve the academic and social development of children and young people in the Eastern Cape. The overarching aim of CCS is to serve as a national resource centre advocating the Community School as a credible, replicable and sustainable model for educational improvement in South Africa.

## GOVAN MBEKI MATHS DEVELOPMENT CENTRE

The [GMMDC](#) aims to promote mathematical (primary focus) and science (secondary focus) expertise and awareness amongst school educators and learners; and to develop mathematical content knowledge and skills amongst educators and learners mainly, but not exclusively, at the FET level.

## MARINE ROBOTICS UNIT

The [MRU](#) was established within the University to support research based on the new Ocean Sciences Campus. Mandela University has been chosen by the IIOE-22 to be the hub for marine robotics in the Western Indian Ocean (WIO) research network being established through the UK-funded SOLSTICE project. The core function of the MRU is to support WIO-wide research through the deployment and operation of off-the-shelf existing robotics such as autonomous underwater vehicles (AUVs) and gliders.



## LABOUR AND SOCIAL SECURITY LAW UNIT

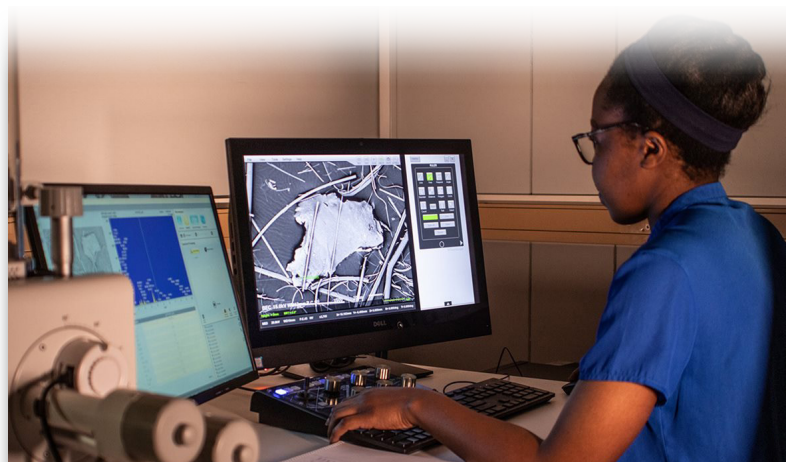
The [LSSLU](#) engages with all roleplayers in relationships regulated by employment and labour law. It primarily facilitates training of employers, trade unions and employees, but also embarked on providing labour-law advice and assistance in deserving cases in the community and on the Nelson Mandela University campus. LSSLU's primary aim is to improve the knowledge and skills of roleplayers in the employment and labour relations environment through the facilitation of high-quality training courses.

## SOUTH AFRICAN INTERNATIONAL MARITIME INSTITUTE

[SAIMI's](#) primary purpose is to facilitate linkages and collaboration amongst role players in maritime research, education and training in South Africa, and with similar institutes in Africa. The Institute plays a much-needed linking role between industry and educational institutions, with the aim to strengthen maritime education and research through facilitating co-ordination and co-operation among education providers. SAIMI also links with industry and academia in marine and coastal sciences.

## eNtsa

[eNtsa](#) is internationally recognized as a hub of innovation and has strong strategic relations with the Technology Innovation Agency and the Department of Science and Technology. eNtsa continuously strives to enhance technology innovation to stimulate a climate of sustainable socio-economic growth in South Africa. As an internationally recognised innovation hub, the group focuses on engineering design, component and material testing, prototyping and industrial research and development.



# IT IS IN YOUR HANDS

*the fight against COVID-19*

The [COVID-19 Coordinating Committee](#) (CCC) was established by a MANCO decision on 31 March 2020 to coordinate and facilitate the University's response to the COVID-19 pandemic in support of state and other efforts at local, provincial and national levels. During the height of the pandemic, the CCC supported various [University initiatives](#), acting as an interface with government structures, the private sector, community stakeholders and University faculties and entities. These projects included mask-making and distribution, sanitiser production and distribution, food and material relief, and sustainable food systems projects.

The work reporting into the CCC was driven across portfolios in a notable example of transdisciplinary approaches to problem-solving. Due to the engagement focus of the work, a workstream emerged within the ETP, the Community Convergence Workstream (CCW). The projects facilitated within this workstream in 2020 were reimaged and absorbed into the HoC in 2021 and focused on longer-term collaborations and solutions.

The CCC has always been regarded as an 'emergency' structure, and against the contexts of the different phases of the

pandemic, various discussions around its reconceptualisation ensued. With the lifting of all COVID-19 regulations and the national state of disaster in 2022, the discussion shifted to the proposal to dissolve the CCC in its current form and integrate its learnings into the normal processes of the University.

In light of the University's continued work to re-imagine engagement through the Engagement Office and projects such as the HoC and the Food Systems Programme, and the important ways in which the CCW was run by, and has been absorbed into, these projects, the members of the CCC proposed that the learnings be integrated into the engagement matrix and continue to play themselves out within the projects of the Engagement Office and beyond. This process will be led by Dr Bruce Damons, Director of the Engagement Office.

This proposal was tabled at MANCO, and the dissolution of the CCC was approved at the MANCO meeting on 21 September 2022. The work and knowledge generated under the auspices of the CCC will be taken forward by the University across portfolios, with the Engagement Office taking on a leading role in driving this project.

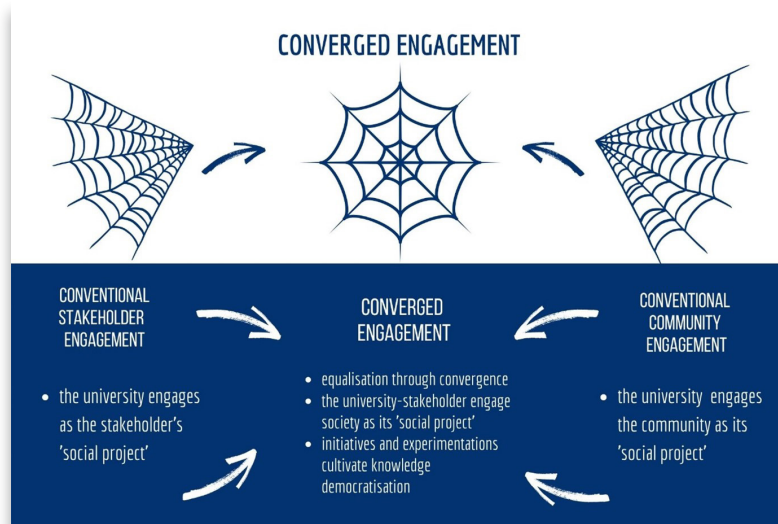


# ENGAGEMENT OFFICE

The [Engagement Office](#) plays a vital role in supporting Vision 2030 and positioning the University as a transformative and responsive institution. This means being locally engaged, regionally active, nationally involved, globally aware, and serving the public good. This positioning aligns with the University's strategic focus areas: humanising, innovating, and teaching; impactful research innovation and internationalisation; and transformative engagement for inclusive student success.

Currently, the Engagement Office is undergoing a reimagining process to understand the intellectual and scholarly work required to support the University's transformative engagement agenda. This process involves supporting existing work and providing strategic direction to various units within the Engagement Office, including Career Services; Continuing Education; Engagement, Information, and Capacity Development; and Community Development. Additionally, integrating the institutional projects of the Hubs of Convergence (HoC) and the Food Systems Programme into the Engagement Office enhances its ability to address institutional strategic imperatives.

Dr Bruce Damons took on the role of Director at the Engagement Office in April this year, succeeding Prof George de Lange, who retired at the end of 2021. This year has been marked by engagements with internal and external stakeholder communities, informing the reshaping of the Office. These engagements prioritise validating, acknowledging, and recognising diverse voices contributing to the discourse. They promote transversal and transdisciplinary collaboration within the University's hybrid engagement practices. A critical participatory and collaborative approach aims to strengthen relationships with stakeholders interested in the Office's work, supported by the draft Institutional Stakeholder Engagement Framework.



The Engagement Office continues to contribute to institutional committees, including the newly established Engagement and Transformation Committee (ETC) and the Transdisciplinary and Internationalisation Committee (TIC). Programmatic work actively supports faculties and portfolios in exploring Converged Engagement, guided by the principles of convergence, reciprocity, and mutually beneficial outputs. Exciting collaborations are emerging with the George Campus Principal and the Senior Director of the Missionvale, Second Avenue, and Bird Street campuses. These collaborations aim to develop sustainable solutions for society through joint efforts.

## Career Services Unit

The [Career Services Unit's](#) main objective is to increase student employment opportunities through effective engagement with stakeholders. This year, the Unit received 724 employ-



er requests and forwarded 5,429 student CVs to potential employers. Face-to-face engagement resumed with events like the Career Fair in May, the Computing Science and IT Fair, Accounting and Law Day, and the General Careers Fair in August, featuring 24 companies. The Unit also participated in the SA Graduate Employers Association VirtualGradExpo in 2022 and published the annual [Graduate Recruitment Programme](#) book. Furthermore, five interview sessions were held on campus, with Ruda Landman providing 1,000 [GRADnext](#) resource booklets for Mandela University senior students. The Unit further supported the Sector Education and Training Authority (SETA) funding for the University's Presidential Youth Employment Stimulus programme. Additionally, the Unit is launching the "Working Wardrobe" initiative in collaboration with the Businesswomen's Association and Walmer Park Shopping Centre planned for launch in January 2023 to provide students in need with professional attire and accessories for interviews and networking opportunities, helping them get "Suited2BRecruited".

## Continuing Education Unit

The [Continuing Education Unit](#) facilitates access to adult learning through Short Learning Programmes (SLPs) offered by University departments. Collaborating with the Transformation Office, the Unit supported an NGO in registering a Gender-Based Violence (GBV) SLP this year. Ongoing support and training to SLP administrators and University departments offering SLPs made this possible.

## Engagement Information and Development Unit

This [Unit](#) contributes to collaborative research projects: international curriculum redesign and mobility by Marine Engineering, STEM interventions in school by the Advanced Mechatronic Technology Centre, and international practices around higher education's third mission by the East and South African-German Centre of Excellence for Educational Research Methodologies and Management, and has published three articles and three book chapters, with three more

articles accepted for publication from the 2021/2022 writing retreats. Adding to this, the Unit performs a consultancy role on the institutional Human Resource Management (HRM) Task Team, which drives interventions against bullying in the workplace, and occasionally presents training interventions on this theme for the Transformation Office.

## Community Development Unit

The [Community Development Unit](#) engages in community development processes with marginalised communities near the George Campus. The Unit plans to co-develop customised training with activists from three identified communities. To support these communities along the Garden Route, the Unit has created an information booklet for unemployed young adults, focusing on income-generation opportunities within the creative sector. This initiative aligns with the region's plans to develop the Garden Route Film Industry.

## Mandela University Food Systems Programme

The Mandela University [Food Systems Programme](#) hosted and celebrated International Mandela Day and Mandela Month 2022 in the Eastern Cape, supporting the Nelson Mandela Foundation (NMF). The [programme](#) included Transect Walk Dialogues (TWD) from July 16th to August 12th and concluded with [The Herald Community Dialogue](#) on August 18th. These events reflected on the TWDs and Mandela Month activities, highlighting beneficiaries and lessons learned and emphasising collaboration for lasting impact. This showcased the University's commitment to co-creating a sustainable world and its dedication to serving society.

The partnership with the NMF led to connections with a corporate funder interested in supporting student hunger initiatives. This resulted in two proposals: a short-term one in collaboration with the programme's student hunger subgroup and a long-term proposal combining three signature initiatives. These proposals have set the groundwork for further funding exploration with the NMF in 2023. Additionally, the programme

**NELSON MANDELA**  
UNIVERSITY

**CELEBRATING & RE-IMAGINING  
ENGAGEMENT**

The Office of the DVC Engagement & Transformation  
and the Engagement Office  
invite you to attend the  
5<sup>th</sup> Engagement Colloquium and the  
Launch of the Engagement Forum

DAY 1: Monday, 7 February 2022, 9:00 AM – 13:00 PM  
DAY 2: Tuesday, 8 February 2022, 9:00 AM – 2:00 PM  
Launch of Engagement Forum: Tuesday, 8 February, 2:00 – 3:00 PM

23

To join the events on both days please [click here](#)





collaborated with the Visual and Performing Arts (VAPA) Department and Honours Design students in the Department of Media and Communications, aligning programme work with module outcomes.

## Hubs of Convergence

The [HoC](#) continues to be a space of exploration and demonstration of a re-imagined approach, informed by the following key organising principles:

### *i. Convergence*

The conscious effort of drawing together internal and external stakeholders to unlock the knowledge and praxis that enable us to better engage on grander issues that affect our society. The drawing together of these stakeholder communities recognises the voice and agency of all those involved in the engagement, which forms a vital element of a Humanising Pedagogy.

### *ii. Reciprocity*

The exchanging of co-created knowledge and resources through the principles of generosity, solidarity, co-creation, responsiveness, and inclusion for the mutual benefit of all stakeholders.

### *iii. Multiple forms of outputs*

Mindful that socially engaged scholarship is best derived from an authentic process of learning with others in practice; that it embraces the uncertainty embedded in ‘not knowing’ and is supportive of multiple forms of knowledge-output to drive social inclusion and cohesion.

## Hub 1: Individual and Collective Wellness

This hub supports socio-psychological and physical health-care initiatives within Mandela University and its communities. HoC partnered with The Hope Revolution Vision Organisation to launch the “Creating Cycles of Hope: From Confronting to Carefronting” substance abuse programme on August 24th, in line with the signed MoU between Mandela University,

Ebenezer Church, and The Hope Revolution Vision Organisation.

## Hub 2: Food Sovereignty

This hub’s work is integrated into the Food Systems Programme – please see above.

## Hub 3: Gender Engagement

This hub promotes gender consciousness within Mandela University and its communities. The HoC rolled out the “End Period Poverty” programme in collaboration with the Mina Cup Foundation, Gift of the Givers Organisation, Mandela University’s Dean of Students, and student volunteers, distributing 1,000 menstrual cups to student residences. Additionally, the HoC collaborated with the Faculty of Education through the PSBL400 module to distribute sanitary towels and provide menstrual hygiene education to primary schools and a foundation. A concept document is in development to showcase how this module can serve as a model for transdisciplinary learning.

## Hub 4: Community-driven initiatives

This hub advocates for community voices and supports a human-centred approach to community engagement, resilience, sustainable livelihoods, and development. The HoC partnered with the Umphanda Foundation for Autism and facilitated presentations at the Missionvale Campus. Collaboration with Intaba Ka Vuba Development Forum is underway, with plans for further collaboration in 2023.

## Hub 5: Knowledge, communication, and application

This hub explores the University’s role in producing socially useful knowledge for meaningful community conversations. The HoC hosted various Community of Practice (CoP) engagements with international partners focused on improving engagement work through a values-driven lens.

## Hub 6: Education Ecosystem

The Learning Trust (TLT) collaborates on an Education Ecosystems Hub, reimagining schooling through extended learning. The hub fosters sharing and collaboration among education stakeholders, exploring learning methodologies, innovative education approaches, and resource distribution to support community-based learning.

### Exploration of Indigenous Knowledge Hub

The Engagement Office, inspired by Dr Magda Minguzzi's work at Mandela University's School of Architecture, is exploring an Indigenous Knowledge Hub through a pilot project with Khoi and San leaders. Building on a partnership formed in 2015, this collaboration promotes cultural re-appropriation, reconnection with heritage sites, and reconstruction of the indigenous narrative. A Core Working Group comprising leaders and University representatives has adopted a draft framework, with future activities to be discussed in early 2023.



## Conclusion

The Engagement Office plays a vital role in advancing the institution towards its transformative goals and Vision 2030. This dynamic entity has fostered inclusive collaboration, strengthening stakeholder relationships and refining its mission. The Career Services Unit has effectively connected students with career opportunities, while the Continuing Education Unit has broadened access to adult learning. The Engagement Information and Development Unit has made significant contributions to research and consultancy, and the Community Development Unit champions marginalised communities. The Mandela University Food Systems Programme reflects the University's commitment to societal well-being through impactful collaborations. The Hubs of Convergence facilitate interdisciplinary knowledge exchange, and the Indigenous Knowledge Hub represents a visionary step towards future growth. Looking ahead, it is important for the Engagement Office to assess its workload and give due consideration to prioritising rural engagement in the Ama-jingqi and Mvezo communities. Recognition and support for these initiatives should be in alignment with the University's mission to ensure sustainable project management. The Office's strategic focus remains steadfast: to serve society and drive positive change as it continues on its transformative journey.

# TRANSFORMATION OFFICE

The [Transformation Office's](#) role is to promote institutional transformation and cultivate an inclusive culture, emphasising diversity and social inclusion through programmatic interventions aligned with Constitutional principles like human dignity, equality, fairness, non-racism, non-sexism, and redress.

## Equality-related Policies

To fulfil its mandate, the Office developed and implemented various equality-related policies starting in 2021. In 2022, these policies underwent a review process to address identified gaps and improve related procedures. Extensive consultations with key stakeholders enhanced the equality framework. On December 1st, 2022, Council approved amendments resulting from the review, expanding duty of care provisions. These provisions align with guidelines developed by Higher Health in response to the national anti-GBV framework. In 2023, we plan to expand the equality-related policies to include a Policy on Inclusive Gender Identities, Expressions, and Sexual Orientations (PIGIESO).

Increased equality-related complaints in the past year necessitated the proposal for a Complaints Management Unit, which received funding through the Strategic Resource Funding and Sustainability Committee (SRFSC) process. This Unit's funding will be integrated into the Transformation Office's operational budget from 2024 onwards.

## Transformation Indaba & Institutional Transformation Plan (2023 – 2027)

The 2022 Transformation Indaba, held on February 9-10, focused on implementing the 2018-2022 Institutional Transformation Plan (ITP) and identifying new priorities for the next five-year ITP (2023-2027). Participants contributed to discussions on six themes:

- o Curriculum Transformation, Student Access, and Success
- o Holistic Student Support
- o Research, Innovation, and Internationalisation
- o Employment Equity
- o Inclusive Institutional Culture
- o Sustainable Resource Stewardship and Mobilisation

The [Transformation Indaba Report](#) summarises insights from participants and formed the foundation for further consultations with MANCO portfolios and stakeholder groups like organised labour and the SRC during the development of the

[2023-2027 Institutional Transformation Plan](#). Council approved the new ITP on December 1st, and it was subsequently submitted to DHET. Monitoring and reporting related to the 2023-2027 ITP's implementation will be integrated into the evolving institutional transformation architecture's governance oversight functions.

## Vision 2030 and Integration of Inclusive Institutional Culture Commitment

In March 2021, Council approved Vision 2030, which includes the [Statement of Commitment to an Inclusive Institutional Culture](#) (SoC) as a key component. To embed the SoC within the University's practices, coordinated planning and implementation of interventions are essential. The Transformation Office facilitated discussions among key stakeholders, leading to an integrated institutional plan aligned with the SoC. The plan was reviewed by the Institutional Culture Working Group (ICWG) before gaining approval from MANCO.

One intervention outlined in the plan is the introduction of a declaration endorsing an inclusive institutional culture, with

NELSON MANDELA  
UNIVERSITY

The DVC Engagement and Transformation  
and the Transformation Office invite you to participate in the  
**TRANSFORMATION INDABA 2022**

Transformation Indaba 2022 Day 1  
Meeting ID: 957 6766 5727 • Passcode: 305653

Transformation Indaba 2022 Day 2  
Meeting ID: 927 2853 0003 • Passcode: 312341

Link - [#Transformation Report 2018-2020](#) (to be discussed on Day 1)



**A Man-to-Man conversation  
AGAINST GBV**

**Event 1**

21 September 12:00 - 13:00 Zoom

**Topic**

Cultural practices & inclusion: the speaker will focus on cultural practices and their impact on equality promotion, social inclusion and human rights

**Speaker**

**Mr. Themba Maset:**  
Provincials Programmes Operations  
Manager from the Love Life organization.



**Event 1 respondent**

**Dan Danisa:**  
Post-Graduate Associate in the Faculty of Law,  
at Nelson Mandela University and program  
coordinator for the Transformation Office:  
*Singamadoda Redefining Positive Masculinity Program.*



**Event 2**

28 September 12:00 - 13:00 Zoom

**Topic**

Impact of cultural practices in GBV: Focusing on ulwaluko (Initiation).

**Speaker**

**Rev. Zolile Tyrone Dayimani:**  
Founder of Phila Ndoda (NPO), Gqeberha.



**Event 2 respondent**

**Mr Masakhane Matushe:**  
Holds Honours in Educational Psychology,  
currently an Intern Psychologist at Emthonjeni  
Student Wellness.



mandatory annual reaffirmation required from all employees and students. Another intervention, nearing completion, involves the introduction of gender-neutral identifiers, which employees and students may choose to use. Student system development and testing are finalised, while employee system testing is ongoing. Anticipated implementation is set for the start of the 2023 academic year.

The SoC implementation plan, gender transformation strategy, and the new PIGIESO will serve as guidance for future initiatives aimed at fostering an inclusive and welcoming environment for all individuals, regardless of their gender identities, expressions, or sexual orientations.

**Advocacy, Awareness Creation and Training**

Mandela University conducted a range of advocacy, awareness, and training initiatives throughout the year, focusing on social inclusion, equality, anti-discrimination, and LGBTIQ+ matters. To create a safe environment for all students and employees, regardless of their gender, race, or identity, the University incorporated equality promotion and social inclusion awareness into the student orientation programme and monthly employee onboarding sessions. Additionally, it provided equality policy training for student leaders, safe space training for allies of the LGBTIQ+ community, and hosted webinars and seminars promoting social inclusion, anti-discrimination, and anti-GBV efforts.

**NELSON MANDELA  
UNIVERSITY**

The Transformation Office cordially invites all students to attend the Equality Promotion and Social Inclusion Showcase

*let us celebrate our diverse university  
and continue to promote equality and  
social inclusion together*

*Date*

*Time*

*Place*

28 October 2022 16:00 - 18:00 Senate Hall, North Campus

[Click here to view the SOC to an Inclusive Institutional Culture](#)



During Women's Month and Diversity Month, the Office organised webinars, seminars, and a photography competition to encourage student participation in discussions on equality and diversity within the University. Men's Month focused on masculinity-related topics, including the impact of initiation on GBV and the support available to male GBV survivors. The University also launched the programmatic intervention '*Singamadoda?*' *Redefining Positive Masculinity*, allowing male-identifying individuals to explore their understanding of masculinity and its impact on relationships with female-identifying individuals.

Furthermore, the University conducted a virtual roadshow to inform staff about equality policies and launched the 16 Days of Activism against GBV, with a [message of support](#) from the Vice-Chancellor. The campaign included a Men's March and various advocacy resources, such as videos, alerts, and posters, distributed to employees and students through social media and official internal channels.

**Conclusion**

The Transformation Office's efforts have contributed to institutional transformation and the cultivation of an inclusive ethos within the University. Its proactive approach to crafting and refining equality policies, coupled with the establishment of a dedicated Complaints Management Unit, alongside the greenlighting of the 2023-2027 Institutional Transformation Plan, showcases its dedication to fostering an equitable and socially inclusive environment. Its alignment with Vision 2030 and the seamless integration of the Inclusive Institutional Culture Commitment into the University's operational fabric underscores a commitment to nurturing a hospitable milieu for all. Through an array of advocacy, consciousness-raising, and training activities, the Transformation Office involves and empowers the University community in matters of equality, diversity, and anti-discrimination. These endeavours reflect a commitment to constructing a secure and all-embracing space that transcends gender, race, or identity, ensuring a supportive environment for every student and employee.



# CENTRE FOR WOMEN AND GENDER STUDIES

The [Centre for Women and Gender Studies](#) (CWGS) aims to promote women's empowerment and gender equality by critically analysing the impact of economic, religious, and political institutions on gender disparities. The CWGS also hosts the prestigious [DSI-NRF SARCHI Chair in African Feminist Imaginations](#) (AFEMI), focusing on the Creative Arts and popular culture as expressions of African feminist energies. The Centre's mandate includes the integration of socially relevant interdisciplinary women and gender studies in teaching, curriculum design, research and engagement activities at both undergraduate and postgraduate levels.

## Strategic Alignment

The CWGS aligns its mandate and programmes with the University's strategic priorities, emphasising diversity in knowledge creation, decolonisation of curriculum content, community engagement through intellectual partnerships, and mainstreaming gender across the University. In response to gender-related challenges in South African higher education, the CWGS centres its academic project on African Women's intellectual histories, influencing regional and national conversations while striving for a decolonised curriculum. This transformative approach involves intellectualising African languages through a gender perspective, contributing to the revitalisation of the Humanities and nurturing a cohort of postgraduate students with a strong gender consciousness.

The CWGS collaborates with various faculties to influence the curriculum and advocates for a community that values co-existence and Ubuntu. In 2022, the Centre's objectives directly aligned with the University's strategic focus on cultivating a culture of scholarship and engagement. It focused on defining the gender intellectual project, profiling Mandela University's gender scholarship, and nurturing future gender scholars, in line with Vision 2030's goals.

## Programmatic Work and Engagement

The Centre's intellectual and SRAC-funded project, *'Building a Gender Intellectual Corridor in the Region'*, serves as a catalyst for promoting collaborations, interdisciplinarity, and intergenerational knowledge transfer within the Eastern Cape Province. The key events highlighted below reveal the Centre's collaborative approach in action.

### i. Honouring Legacy and Amplifying Women's Voices:

In partnership with the University of Fort Hare's SARCHI Chair in Genders, Sexualities, and Queer Studies, the CWGS hosted the Inaugural Ntantala and Mabele Joint Institutional Public Lecture titled *'Let's Hear Them Speak'* on August 25th, 2022. Keynote speakers Dr Mamphela Ramphele and Lebogang Ramafoko bridged generational gaps while honoring the legacies of Dr Phyllis Ntantala and Prudence Mabele. This event shed light on the underrepresentation of women's voices in South Africa's history, emphasizing their profound contributions to South African socio-political activism and academia.

### ii. Exploring Identity and Scholarship

In celebration of Mandela University's five-year renaming anniversary, the CWGS held four *Author Friday* student edition events with the theme *'Mandela: The Name, Institution, and Women's Experiences'*. These events allowed students and emerging academics to share their works exploring the dynamics of the name 'Mandela' and the University structure, while also reflecting on the scholarship of women and the importance of centring indigenous knowledges.



### iii. Addressing Social Justice and Legacy:

On August 3rd, the CWGS, in collaboration with AFEMI, hosted 'The Apartheid Archive and Women's Rage as Radical Refusal,' an event addressing social justice issues like gender-based violence and women's engagement with South Africa's recent history. In September, the Centre hosted a writing workshop on archiving African women's intellectual legacies, part of an ongoing book project celebrating women's contributions to South Africa's liberation movement.

### iv. Preserving Intellectual Heritage:

Between September 22 and 25, the CWGS, in collaboration with various academic departments, hosted a writing workshop on archiving African women's intellectual heritages and legacies in Irene, Gauteng. This collaboration followed the 2021 virtual colloquium, "'S'obashaya ngamatye": Women and 60 years of the armed struggle in South Africa,' reflecting on sixty years since the founding of the armed wings of the ANC, PAC, MK, and APLA.

### v. Celebrating Achievement and Scholarship:

On October 4th, the Centre celebrated its three-year anniversary. From October 13th to 15th, a scholarly symposium and art exhibition, 'When Rain Clouds Gather: Black South African Women Artists, 1940–2000,' were organized at the Norval Foundation in Cape Town by AFEMI and the Hyundai Tate Research Centre: Transnational, and in collaboration with Norval Foundation. This event featured keynote addresses by well-known African feminist scholars and emphasised the importance of digital transformation in academic spaces.

### vi. Fostering Collaborations and Partnerships:

On October 19th, the CWGS, in collaboration with Mandela University's Faculty of Humanities, hosted a book launch and seminar titled 'Power and Authority of African Women in Southern Africa and the African Diaspora.' This hybrid event garnered a large physical and online audience, highlighting the need for digital transformation in academic spaces.

### vii. Promoting Gender and Women's Studies:

On November 25th, the Mandela-Bam Partnership was launched, with the Dr Brigalia Bam collection displayed at Mandela University as an exhibition. The CWGS helped organise and collect the artifacts in Pretoria, with the second phase of the project planned for 2023. This initiative is part of building partnerships across different sectors and inviting the private sector into the digital archival project on gender and women at Mandela University.

## Internationalisation and Sustainability

To enhance the global presence of the Centre and its Research Chair, the team has actively worked on expanding international connections. During Africa Month, the Centre and the Chair hosted numerous international speakers in collaboration with other organisations.

The Interim Director of the Centre, Dr Babalwa Magoqwana, conducted a research fellowship at Okayama University in Japan from October to November 2022, as part of the United Nations Conference on Trade and Development – Science, Technology and Innovation (UNCTAD-STI) Young Female Scientist Programme. During her visit, Dr Magoqwana fostered collaborations with colleagues from five different universities, delivering seminars and guest lectures at Doshisha University-Japan Society for African Studies, the Japanese Network for African Studies, and Okayama University for Sociology and Anthropology undergraduate students. Prof Pumla Gqola, the AFEMI Research Chair engaged in international discussions about her published literature with scholars in Canada, Germany, and France.

In October and November, the Centre and Chair met with Oldenburg University in Germany to explore potential collaborations between their Gender Studies programmes. In 2023, CWGS plans to pilot a summer school through the Mandela University International Office to strengthen connections and share skills, particularly in the realm of women's archives and digital historical tools.

NELSON MANDELA  
UNIVERSITY

The Centre for Women and Gender Studies and the NRF-DSI SARChI Chair in African Feminist Imagination presents

## THE APARTHEID ARCHIVE AND WOMEN'S RAGE AS RADICAL REFUSAL



Speaker  
**Prof Pumla Dineo Gqola**  
NMFU-DSI-NRF-DSI SARChI  
Chair in African Feminist  
Imagination

Respondent  
**Mbali Mazibuko**  
Institute for Gender  
Studies at the University  
of South Africa (UNISA)

Wednesday, 3 August 2022

14:00 – 16:30

Venue: Council Chambers, South Campus

Zoom Webinar [CLICK HERE](#)

Enquiries: [wendy.adams@mandela.ac.za](mailto:wendy.adams@mandela.ac.za)

## Research and Recognition

During the April 2022 Mandela University graduation, the CWGS celebrated several students who completed their postgraduate qualifications while working as student assistants at the Centre. Three students under the guidance of Dr Magoqwana graduated as well.

Prof Gqola received the NIHSS Non-Fiction Best Book Award for her work *'Female Fear Factory.'* She was also honoured with the Lifetime Achiever Award by Oxford University's African Studies Centre and the James Curry Literature Society in the UK.

Dr Magoqwana earned the Mandela University Humanities Researcher of the Year Award for her project on *'Maternal Legacies of Knowledge,'* which also secured the Institutional Researcher of the Year Award, recognising its impact on curriculum transformation, publications, and capacity development at Mandela University.

Additionally, the Centre submitted a Special Issue on social dynamics to the *Journal for African Studies*, based on the Maternal Legacies project; and a book manuscript to Mandela Press, as well as with the African Sun Media *Inyathi Book Series*. These publications will be launched in the upcoming year.

## Curriculum Development

The CWGS has developed an MA programme curriculum, which will be submitted to the Humanities Faculty Management Committee in 2023. This curriculum will consolidate Mandela University's gender programme, offering a certified Research and Coursework Master's in Gender Studies starting in 2025.

## Conclusion

The Centre for Women and Gender Studies has made significant strides in its mission to champion women's empowerment, promote gender equality, and work towards the important decolonisation of educational content. Its innovative programmes, collaborative partnerships, and intellectual endeavours have not only enriched regional and national discussions on gender but have also gained recognition on a global scale. The Centre's dedicated efforts in research, education, and advocacy stand as a testament to its commitment to reshaping societal perceptions and fostering gender transformation. As we look to the future, CWGS is well-positioned to continue its impactful work and maintain its status as a leader in gender studies, both locally and internationally.

# AUTHOR FRIDAYS

Special Edition: Mandela Name and Women's Reflections

*An Intellectual Home for All? Mandela the Institution: Towards Critical Humanist approaches to Gender Transformation and Social Justice*



**Ohama Noveve**

PhD candidate in the Department of Sociology and Anthropology, and a researcher at the Centre for Women and Gender Studies at the Nelson Mandela University. Her research mainly is in higher education studies; critical feminist approaches to transformation and organizational change; and post-humanist and post-colonial studies that seek to intellectually contribute to gender justice agendas, particularly in the higher education space.

**Respondent: Mpho Lebelo**



Her Masters degree research focused on the impact of institutional cultures on students wellbeing within institutions of higher learning especially within Mandela University. In redefining wellbeing from a sociological and students perspective using indigenous terms such as umgovo and ndingaphantsi to describe wellbeing. Her other research interests include critical university studies, education, and sustainability on how staff culture can impact sustainable education and students' ability to thrive.

**DATE:** 22 July 2022

**TIME:** 13:00 – 14:30

Zoom Webinar | [Click here to register](#)

**Inquiries:** [Wendy.adams@mandela.ac.za](mailto:Wendy.adams@mandela.ac.za)

IN MEMORY OF  
**DR PHYLLIS NTANTALA  
AND PRUDENCE MABELE**

By Nelson Mandela University  
and the University of Fort Hare

LET'S HEAR THEM  
**SPEAK**  
INAUGURAL JOINT PUBLIC LECTURE

**25 AUGUST 2022 | 16:00-18:00**

Auditorium, South Campus

Event will be live-streamed on the Nelson Mandela University YouTube channel and the University of Fort Hare website



**DR MAMPHELE RAMPHELE**

Co-Founder of ReImagineSA, the Chair of the Tutu IPTRUST, and co-founder of the Club of Rome. She is a change agent rooted in the Black Consciousness Philosophy that enabled many young people in the 1970s to self-liberate from the inferiority complex imposed by racist oppression, and inspired the revival of the liberation struggle that ushered in political freedom in 1994. She is a medical doctor, a social anthropologist, and global public servant. She is the former Vice Chancellor of the University of Cape Town, a Managing Director at the World Bank, and non-Executive Director of many large companies and Civil Society Organisations.



**LEBOGANG RAMAFOKO**

Executive Director of Oxfam South Africa. She is an outspoken feminist thinker and strategist, a sought-after speaker, facilitator, and trainer who is passionate about social justice particularly for young women and girls. She combines her own life experience as a black woman who grew up in Apartheid South Africa, thrust into activism at an early age and the skills she acquired through her training to speak out against injustice wherever she goes. She is one of the prominent media commentators and advocates on various social issues facing women in South Africa.

# CENTRE FOR THE ADVANCEMENT OF NON-RACIALISM AND DEMOCRACY

The [Centre for the Advancement of Non-Racialism and Democracy](#) (CANRAD) serves as an intellectual and social platform for discussing the complexities of post-Apartheid South Africa as we seek to establish a new non-racial and democratic socio-economic order. CANRAD aims to become a hub for critical scholarship on racism, non-racialism, and democracy, aligning with the University's vision and mission. Established in March 2010, CANRAD was born out of a concern that racism and its impact on development lacked adequate scholarly attention in South Africa. Rather than focusing solely on research, Mandela University promotes non-racial and democratic activism within communities, fostering transformative change at all levels. CANRAD's research efforts primarily involve publications, colloquia, and postgraduate students.

## Research Publications, Awards and Internationalisation

In line with Mandela University's commitment to combating racism and in pursuit of the Vision 2030 objective to foster globally recognised, interdisciplinary research addressing societal and planetary challenges, CANRAD's Research Programme made significant contributions in 2022. Most notable was the publication of the co-edited book, *The Routledge International Handbook of Critical Studies in Whiteness*. 'Demonstrating the essential role of racially diverse scholarship in the field, the handbook adopts a trans-disciplinary approach, transcending Northern Anglophone contexts. It critically explores whiteness in various regions such as the Caribbean, South Africa, Asia, the Middle East, the United States, and parts of Europe. CANRAD's staff and postdoctoral fellows also published two chapters, submitted three articles for peer review, and had two articles accepted for publication.

Expanding beyond the University's Institutional Research Themes (IRTs) of 'Social Justice and Democracy' and 'Origins, Culture, Heritage, and Memory,' the Research Programme now encompasses 'Environmental Stewardship and Sustainable Livelihoods' and 'Innovation and the Digital Economy.' The research in these areas is being undertaken by CANRAD's two postdoctoral research fellows, working on racialisation in environmental issues and the role of digital media in democratic agency and social justice.

In the pursuit of internationalisation, crucial to Vision 2030, Prof Van der Westhuizen, the head of research at CANRAD, received an invitation from Leipzig University in Germany to undertake a guest professorship awarded to outstanding international female scholars. This prestigious award, co-hosted by the German State of Saxony's Ministry for Science, Culture, and Tourism, further enhances CANRAD's global research impact.

## Research Collaboration

CANRAD's staff and fellows also contribute in various ways to research collaboration and academic citizenship. CANRAD's head of research contributes to the scientific advisory board of *Anders Als Denken - Intercontinental Perspectives*, an interdisciplinary series published in German and English by Alibri in Germany, and participates in the North-South international collaborative project on Autocratic Legalism in Brazil, India, and South Africa (PAL-BISA) under the Law and Society Association. Additionally, she has been invited by the Netherlands-South Africa archive Zuid-AfrikaHuis to contribute an essay to its 100-year commemorative publication.



**NELSON MANDELA**  
UNIVERSITY

**MADIBAZ**  
Athletics

**THE HUMAN RACE**  
2022

Madibaz Athletics Club and the Centre for the Advancement of Non-Racialism & Democracy (CANRAD) are hosting **THE HUMAN RACE** 5km Run/Walk

<b>LUCKY DRAW PRIZES</b> Medals for all participants	<b>DATE:</b> Saturday, November 12 2022
	<b>VENUE:</b> Madibaz Stadium, South Campus
	<b>RACE START:</b> 9am
	<b>ENTRY:</b> FREE but entry form required
	<b>RSVP:</b> <a href="mailto:athleticsadmin@mandela.ac.za">athleticsadmin@mandela.ac.za</a>

On a national level, one of CANRAD's postdoctoral fellows collaborates with the Sustainable Seas Trust (SST) in Gqeberha on informal waste management, responding to a request from SST to partner on her research. These collaborations bolster Vision 2030's objective of strengthening local and global connections.

## Conferences and Events

In alignment with their commitment to internationalisation and fostering collaborations, the Centre participated in several international conferences in 2022, including the Law and Society Association's 7th Global Meeting in Lisbon, Portugal; the International Association for Media and Communication Research Conference and the University of Zululand Conference on topics ranging from apology and whiteness to COVID-19. Prof Van der Westhuizen also presented papers on 'South Africa: State of Democracy and political populism', 'South African Nationalisms and their Fictions and Frictions', and 'Whiteness and its discontents' in Germany and Belgium. Additionally, she delivered lectures on 'Critical Race Theory in the USA: Insights from South Africa' to students from Christopher Newport University, USA. One of CANRAD's postdoctoral fellows also conducted a workshop titled 'The Complex and Paradoxical Conditions of Waste Work in South Africa' as part of the South Africa Sweden University Forum (SASUF). CANRAD celebrated five international book launches of

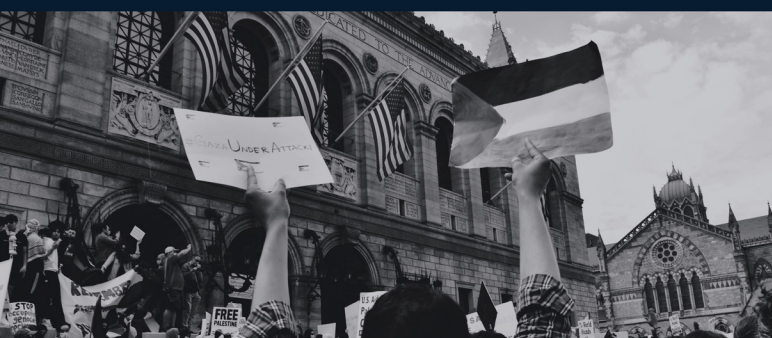
'The Routledge International Handbook of Critical Studies in Whiteness,' hosted online across seven time zones with 28 contributing authors. The handbook was also launched in person at the University of Pretoria and the University of the Witwatersrand. Other notable CANRAD contributions include a paper presentation on 'Memory bumping up against the Anthropocene: An investigation of their intersection,' aligning with Vision 2030's goal of promoting research for sustainable, socially just futures; and the launch of 'Bulelani Ngcuka: The Sting in the Tale' co-hosted with Jonathan Ball Publishers.

## Postgraduate Output

CANRAD, in alignment with Vision 2030's Strategic Focus Area (SFA) 1, hosts two postdoctoral research fellows, four Doctoral students, four Master's students, and one honours student. Three students are set to complete their studies and graduate in early 2023. Research topics span areas such as precarity and feminist organising, race conceptualisations, reading cultures, sociological perspectives on COVID-19, mental health, well-being, and LGBT inclusion. Additionally, in 2022, CANRAD's Research Programme provided guidance to a full-time Research intern and an intern shared with the Engagement Programme, who are both undertaking postgraduate studies.

NELSON MANDELA  
UNIVERSITY

## THE UNIVERSITY COMMUNITY INVITES YOU TO THE INAUGURAL LAUNCH OF THE PALESTINE SOLIDARITY ORGANISATION AT MANDELA UNIVERSITY



**When** Wednesday 6<sup>th</sup> April, 2022

**Time** 17:00 - 18:30

**Venue** Virtual Event

Register through the link in the email.



**Speakers**  
32

Mandla Mandela

Ronnie Kasrils



NELSON MANDELA  
UNIVERSITY

## Inaugural Govan Mbeki Public Lecture

"Navigating global and domestic turmoil: the urgent need for visionary collaborative leadership" by Mcebisi Jonas



Monday 10 October, 2022 | 17h30  
South Campus Auditorium (in person event)

- Speaker:** MCEBISI JONAS  
MTN Chairperson, Former Deputy Finance Minister
- Respondent:** PROF SOMADODA FIKENI  
Chairperson Public Service Commission
- Facilitator:** DR MUKI MOENG  
Executive Dean Faculty of Education

**RSVP essential to:** [CriSHET@mandela.ac.za](mailto:CriSHET@mandela.ac.za);  
**Cell:** 072 084 4676 (indicate in your RSVP whether in person or online).

Change the world

PO Box 77000, Nelson Mandela University, Gqeberha, 6031.  
[info@mandela.ac.za](mailto:info@mandela.ac.za) +27 41 504 1111 (Gqeberha)  
+27 44 801 5111 (George)

[mandela.ac.za](http://mandela.ac.za)

## Public Engagement and Media

Also aligned with Vision 2030's aim to address societal challenges, CANRAD engages with various public platforms. Some of these were internal, such as presenting at the Mandela Pride Project hosted by the Transformation Office and at two residences, Ikamva, and Yolanda Guma. Involvement with external organisations included the Democracy Development Programme, Isidima Collective, and the Eugenia Nothemba Gxowa Foundation. There was also input given at a number of festivals, namely Woordfees Discourse Series hosted by Stellenbosch University, the Etienne van Heerden Veldsoirée (Writers' Festival) and Klein Karoo Nasionale Kunstfees. These engagements, aligned with Vision 2030, aimed to address societal challenges in the pursuit of justice and equality.

Prof Van der Westhuizen's columns and articles were featured in The Conversation Africa, News24, and Netwerk24. She also appeared in television interviews (Newzroom Afrika, KykNet), radio shows (Radio Islam, Radio Pulpit, SABC radio stations), online and print interviews (Citizen, Netwerk24), and participated in an online webinar by News24. Additionally, she hosts her podcast, "Nuusknaars," on Litnet, an

academic and literary portal. SAfm also featured Prof Van der Westhuizen's book, 'Sitting Pretty – White Afrikaans Women in Postapartheid South Africa,' as part of its weekday book reading segment. CANRAD's postdoctoral research fellows each published an article in online news outlets.

## Conclusion

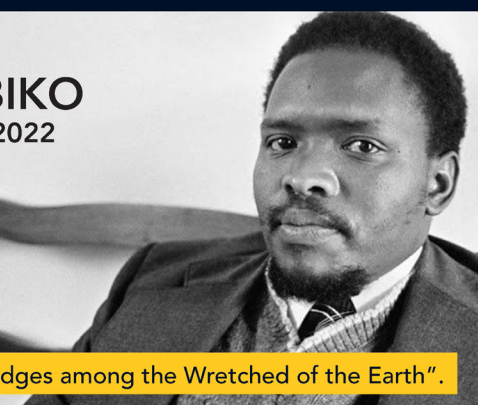
CANRAD's dedication to fostering a non-racial and democratic socio-economic order is evident through its research initiatives, international and national collaborations, publications, thought-provoking programs, and support for emerging scholars. This reflects its commitment to addressing multifaceted societal issues and advocating for justice and equality. Of note is CANRAD's extensive engagement with the general public, extending beyond conventional academic channels, and sharing research findings through media outlets, festivals, and within student residences. In 2022, the Centre continued its mission to navigate the intricate landscape of South African transformation, exploring critical race studies, critical whiteness studies, queer studies, feminism, and sustainability as scholarly approaches to tackle the challenges facing the South African nation.

**IN-  
PERSON  
EVENT**

WITH  
LIVE  
STREAM

**NELSON MANDELA**  
UNIVERSITY


**12<sup>th</sup> STEVE BIKO  
ANNUAL LECTURE 2022**



"Biko Lives: Building Bridges among the Wretched of the Earth".


Monday, 12 September 2022 | 18h00 – 20h00

**NMU Auditorium, South Campus**




**Guest Speaker**  
Prof Jeanine Nthirageza

Founding Director at the Centre for Genocide and Human Rights Research in Africa and the Diaspora at Northeastern Illinois University, Chicago, USA



**Respondent**  
Prof Sathis Cooper

President of the Pan-African Psychology Union.



**Facilitator**  
Ms Nobubele Phuza

nGAP Sociology & Anthropology Lecturer, Nelson Mandela University



**NELSON MANDELA**  
UNIVERSITY

**YOU ARE INVITED TO A BOOK LAUNCH**

hosted by the Faculty of Humanities and the Centre for the Advancement of Non-Racialism and Democracy

**The Land And Agrarian Question: The First Frontier of Decolonisation in South Africa**



by  
**PROF GILINGWE MAYENDE**  
Cape Peninsula University of Technology, DVC: Operations

**Tuesday 23 August '22**

**17:30**

**South End Museum**

Books will be on sale by Fogarty's.



WITH RESPONDENT  
**Prof Lungisile Ntsebeza**  
Director AC Jordan Chair in African Studies, University of Cape Town



AND FACILITATOR  
**Prof Nomalanga Mkhize**  
History and Political Studies HOD, Nelson Mandela University

Prof Mayende demonstrates how the resolution of South Africa's land question and the ongoing crisis of land reform are fundamental aspects of decolonisation. He argues that a 'second agrarian transition' is a necessary prerequisite for the genuine economic empowerment of the country's historically dispossessed Africans. This decolonial thrust has been undermined by liberalism and neo-liberalism, and the diminution of the country's post-apartheid land reform largely to a superficial, incongruous and inefficacious 'market-based approach'. Prof Mayende makes various proposals for a comprehensive strategy for the redistribution of prime agricultural land undergirded by the central role of the state and social agency of the dispossessed, and guided by the principle of demographic proportionality.

RSVP ESSENTIAL: [lesego.nkosi@mandela.ac.za](mailto:lesego.nkosi@mandela.ac.za) Tel: 041 504 4631

33



Live stream link available on request via email.



RSVP BY EMAIL:  
[olutobi.akingbade@mandela.ac.za](mailto:olutobi.akingbade@mandela.ac.za)

# CENTRE FOR INTEGRATED POST-SCHOOL EDUCATION AND TRAINING

The [Centre for Integrated Post-School Education and Training](#) (CIPSET) was established in 2012 at Mandela University. It has worked collaboratively with socially marginalised communities surrounding the University and with departments and faculties within the University to develop progressive approaches and practices in the field of community, adult and worker education as part of its role in supporting the transformative engagement goals of the university. CIPSET's work aims to develop the capacity of young researchers, and community and worker educators to conduct socially engaged transdisciplinary research. To put this research into practice, CIPSET also builds capacity for researchers and educators to build a radically transformative educational praxis and an enduring platform for the genuine and sustainable transformation of the post-schooling system in South Africa. In 2022, CIPSET expanded its focus to include international partnerships, solidarity economy work, and CAWE-related policy efforts.

## Post-School Education: Community Adult and Worker Education (CAWE)

The NRF Research Chair: Community Adult and Worker Education (CAWE), jointly hosted by CIPSET and the Centre for Education Rights and Transformation (CERT) at the University of Johannesburg, examines community and vocational education's role in addressing inequality, unemployment, and poverty. The Research Chair prioritises sustainable livelihoods, adult vocational and worker education, and broader social justice, transformation, and democratic citizenship. Formal labour markets' structural constraints have led to persistent unemployment issues that traditional education and training interventions have failed to resolve. CAWE's research explores an alternative approach to the connection between the socio-economic and political system and the education and training needed for transformation in the face of economic, social, and ecological crises.

## Collaborations

CIPSET engages in three international initiatives. The first, the International ESD Alliances Project, focuses on Education for Sustainable Development (ESD) with a Whole Institution Approach, collaborating with organisations from around the world. CIPSET contributes socially engaged scholarship and practices to build sustainable livelihoods through youth and community-driven cooperatives.



## ESD Alliances



The second initiative is CIPSET's involvement in the Civil Society Forum (CSF) discussions on CONFINTEA VII. CIPSET participated in the pre-conference debates of the CSF to ensure the inclusion of civil society perspectives in the Marrakech Framework for Action (MFA). As part of the process, CIPSET presented the Regional Report (Africa) to an international audience and participated in the development of the spotlight report on adult learning and education of the CSF. This involvement has opened doors for collaboration with international partners such as the International Council for Adult Education (ICAE) and the European Community of Adult Education Professionals (EPALE).

CIPSET also engages in policy research related to Social Development Goal (SDG) 4: Quality Education. This initiative emphasises inclusive and equitable quality education and lifelong learning opportunities for all, with a focus on Community Learning Centres (CLCs). CIPSET participated in the CLC: Africa-

Asia Exchange in December 2022, convened by UNESCO's Institute of Lifelong Learning (UNESCO-IUIL).

The third initiative involves CIPSET's participation in the MOJA digital platform – *Adult Education in Africa*. As a member of MOJA, CIPSET has contributed more than 18 publications which are accessible to adult educators, scholars and activists working in the transdisciplinary field of adult education. CIPSET also contributes to debates on digitalisation and adult learning and has helped develop a policy brief for the African Union (forthcoming). Additionally, CIPSET has participated in two capacity-building programmes to be implemented by MOJA in 2023, establishing valuable relationships with organisations and scholars in the field. These relationships serve as a foundation for collaborative capacity-building and research projects.

## Solidarity Economy Project

CIPSET addresses youth unemployment in South Africa through cooperative, equality-focused models like the solidarity economy, which involves diverse forms such as affective or care economies, barter systems, and cooperatives. The Centre implemented a learning program on the solidarity economy, which led to the successful establishment of the Green Technologies Engineering Cooperative (GreenTEC) with unemployed TVET graduates. They receive workplace experience and mentoring support for GreenTEC's development and implementation. The Centre has also partnered with the One Oceans Hub research programme to investigate cooperatives as part of the solidarity economy. Through research, project support, and educational resources, CIPSET aims to empower cooperatives and networks established by youth, small-scale fishers, and community organisations. They plan to produce articles, policy briefs, and educational materials based on this research.

## Community Food Systems and the Water Crisis

CIPSET continues to support community-based food producers in Nelson Mandela Bay Municipality (NMBM) in collaboration with the University's Food Systems Programme and the work of the HoC. They distribute seedlings, seeds, and gardening tools to community gardens. The WhatsApp Community Food Network, established in 2020, shares knowledge and peer-to-peer learning about local food cultivation.

The water crisis has significantly affected NMBM communities, including community-based food producers. CIPSET supports the Water Crisis Committee, born out of water-related service issues in marginalised areas to pressure the municipality for clean and regular water services. CIPSET also facilitated the training of community scientists to test water quality. Water testing kits were provided to Water Crisis Committee members to monitor water quality in communities. CIPSET expanded its involvement to discussions on climate change, conducting a transect walk with the NMF in

KwaNobuhle as part of the International Mandela Day/Month celebrations.

## PSET Policy Work

CIPSET engages policymakers and stakeholders in shaping policy and practice in CAWE. They participated in the national Community Education and Training (CET) summit, contributing a discussion document on policy operationalisation in the CET sector. A key CET challenge is developing non-formal educational programmes. Leveraging its history and work, CIPSET proposed themes and resources for DHET to implement non-formal education.

CIPSET has been part of discussions with DHET on conceptualising and implementing non-formal education programmes. These programmes can help CET Centres address various community issues such as food security, community health, water, climate change, and energy. CIPSET also offers capacity-building programmes for educators in the PSET sector, covering topics like community education programmes, community food systems, reflective teaching, curriculum design, and the solidarity economy.

## Conclusion

CIPSET engages in meaningful work within the domains of transformative education and research, contributing to an impact on both local and global scales. Its dedication to Community Adult and Worker Education, fostering international partnerships, supporting solidarity economy initiatives, and promoting community empowerment in vital areas like food systems and water resources has played an important role in addressing socio-economic and environmental challenges. Through strategic partnerships, empowering young individuals, and advocating for necessary policy changes, CIPSET contributes to the broader social and economic transformation of South Africa and beyond. CIPSET's transdisciplinary approach and inclusive perspective provide a strong foundation for ongoing innovation and substantial influence in the field of post-school education and training.





# CHAIR: YOUTH UNEMPLOYMENT, EMPLOYABILITY AND EMPOWERMENT

The [Research Chair for Youth Unemployment, Employability, and Empowerment](#) (CYUEE) aims to understand the educational needs of marginalised youth, particularly those who make their livelihoods (or parts thereof) working in the informal economy. The aim is to expand scholarship in the area through undertaking third-stream funded research projects in skills (including TVET) and livelihoods, postgraduate supervision and research publications, as well as expanding and converging scholarship and building strategic partnerships with communities and South African and international scholars. The task is to hold together scholarship that is both critique and reconstruction by exposing the limitations of instrumental and technician approaches to skills development while simultaneously advancing the possibilities for alternate and more equitable realities.

## Research on Skills (including TVET) and Livelihoods

The prevailing education-to-work paradigm focuses on youth transitions to the formal labour market despite most employment occurring in the informal sector or micro-enterprises, especially in South Africa. Regardless of the ensuing need, other than small bodies of work located in various disciplinary patches, scholarship on the education and training needs of informal and social economies has largely been ignored or is not being undertaken. The CYUEE addresses this gap by providing an understanding of skills as shaped by social relationships, livelihood strategies, and the processes of learning and unlearning in which youth are engaged. In this sense, skills are understood as valuable not only for accessing and participating in work but also for advancing the agency that communities need to create opportunities for meaningful work.

In 2022, the CYUEE organised the TVET Webinar Series: Celebrating TVET Excellence in partnership with various institutions. This series aimed to coalesce the TVET College community into a discussion on the possibilities for TVET to better respond to the skills needs of the formal, informal and social economies. It celebrated the innovations and responsive occupational programmes of South African TVET Colleges, fostering collaboration and programme adaptation for youth in the informal sector. Following this, the CYUEE partnered with the Human Sciences Research Council (HSRC) to map the landscape of occupational programmes offered at TVET Colleges to identify occupational programmes that could be tailored towards the needs of youth working in

NELSON MANDELA  
UNIVERSITY



## Celebrating TVET Excellence

INVITE YOU TO A DISCUSSION ON THE OCCUPATIONAL PROGRAMMES  
TAKING PLACE IN TVET COLLEGES (WESTERN CAPE\*)

\*This webinar forms part of a series that shares TVET College innovations. Innovations are shared by province to strengthen the links with the local economy. The focus of the next webinar in the series will be innovations taking place at Gauteng TVET Colleges.

The aim of the webinar series is to celebrate the important work that the South African TVET Colleges have been doing in innovating, developing, and presenting responsive Occupational Programmes.

Friday, 23 September 2022 | 12:00 to 14:00

[CLICK HERE TO RSVP](#)

WEBINAR ID: 913 8131 2302  
PASSCODE: 253424

### Facilitator

(Dr Lesley Powell, NMU)

Introduction DHET (Mr Sabelo Buthelezi)

### Respondents

(Dr Seamus Needham, IPSS UWIC)  
(Dr Adam Cooper, HSRC)

### Speakers

Mr Steve Reid False Bay TVET college  
Mr Jeremy Schuster False Bay TVET College  
Mr Henri Mafoumba NorthLink TVET college  
Mr Mark Corneise NorthLink TVET college  
Mr Hennie Cronje South Cape TVET college



Change the world

mandela.ac.za

the informal sector. This project, titled "An Audit of TVET College Occupational Programmes: Skills for the Informal Sector (TOPS)," includes all occupational programmes and reveals disparities and policy misalignment across the SETAs.

Building a deeper understanding of the capacities and demand for TVET is the Department of Higher Education and Training (DHET) TVET Colleges Research Programme (TVET- RP), funded by the National Skills Fund. CYUEE is responsible for three components of this large-scale programme:

- i. Factors affecting TVET college students' academic performance
- ii. Student Demand for TVET Colleges
- iii. The under-utilisation of NSFAS in the TVET sector and the implications of NSFAS for poor students

These components focus on the experiences of marginalised youth in South African TVET colleges, emphasising the importance of the student perspective. The TVET-RP, ongoing from 2019 to 2023, highlights that student demand for TVET colleges exceeds DHET's enrolment caps and that NSFAS, despite broadening access, exacerbates poverty among TVET students.

## Expanding Scholarship on Skills (including TVET) and Livelihoods

The scholarship of the CYUEE underscores the social justice imperative of addressing the skills needs of over two billion people globally working in the informal sector. This effort is supported by an NIHSS award for the project titled "Putting Skills to Work: Skills, Livelihoods, and the Informal Sector." The project aims to expand scholarship by bringing together scholars working in this area to discern and develop theoretical lenses that can better inform scholarship on skills and livelihoods. The project is led by the CYUEE and supported by an editorial team from Mandela University, the HSRC, Glasgow University, the University of Melbourne, and Tokyo University. Two manuscripts are in progress as a result of the project: Book I, *'Learning for Livelihoods: Skills and the Informal Sector,'* focuses on theoretical lenses that have been assistive in the Global South to better understand skills and livelihoods; while Book II, *'Skills at Work: Learning and the Informal Sector in South Africa,'* delves into empirical and ethnographic studies in the South African context.

Furthermore, the CYUEE is actively engaged with the contested terrain of the political economy of education and skills through participation in the Africa PEER Network, which aims "to develop a critical and locally grounded approach to Political Economy Analysis (PEA) of Education". The Chair's focus is an analysis of the political economy of Zimbabwean TVET sector with a focus on conflict and crisis. Dr Lesley Powell (the CYUEE Research Chair) is participating in the work of the Association of Political Economy Experts (APEX), where a key concern is to better understand what the political economy of education might mean for our continent and context.

In terms of developing future scholars its areas of focus, the Chair is currently supervising three postgraduate students (two PhD students and a Master's student) and hosts one postdoctoral fellow in conjunction with the Faculty of Education. Support is available for the studies of postgraduates working in TVET-related through a bursary fund granted to the Chair by DHET.

Current affiliates of the Chair include one Visiting Professor and two Research Associates, which have resulted in the publication of two co-edited books. and the production of nu-

merous journal articles, book chapters, and research reports. In addition, fourteen journal articles/book chapters were produced by the CYUEE. To advance the scholarly community working in the area, the CYUEE has undertaken over twenty reviews of academic articles for journals, six theses have been examined, and twelve conference and webinar presentations delivered. In addition, many research reports (over fifteen) linked to the research projects discussed above were produced.

## Programmatic Work

The Research Chair in collaboration with the Faculty of Education, CIPSET, and the Faculty of Engineering, leads the Mandela University TVET Convergence Working Group. In 2021, this group released a report showcasing the University's significant advantage in this domain, with collaboration spanning various faculties and disciplines.

Building on this, in 2022 the Working Group presented three strategic directions for the University's TVET-related efforts. These directions emphasise an integrated approach, within the University and between the University and TVET Colleges. They are:



- i. Establishing an NMU-TVET coordinating structure in the Eastern Cape to develop a university strategic plan for TVET.
- ii. Creating coherence in TVET projects at the University by streamlining multiple projects across faculties and entities into a single Memorandum of Understanding (MOU) with TVET colleges.
- iii. Expanding articulation between TVET and the University.

To support the third agenda, the University has been approached by the Unfurling Post School Education and Training (UPSET) Project to establish the Eastern Cape TVET College Articulation Hub. Additionally, the University Capacity Development Programme (UCDP), under its National Collaborative Projects sub-programme, is funding the coordinated implementation of articulation initiatives nationally. This initiative is significant for teaching and learning, especially for higher certificates and bridging programmes. The project is a collaboration with the DVC: Teaching and Learning and the DVC: Engagement and Transformation Portfolio. Dr Powell's involvement in the Council on Higher Education's Articulation Working Group (CHE-AWG) is equally vital, supporting the development of a revised articulation policy for PSET. The CYUEE has circulated the draft policy for commentary and received responses.

## Engagements

Engagement and Transformation are embedded in the work approach of the CYUEE. Within the broad notion of 'community' propounded by the ETP, there are three communities with whom the Chair works. On the one hand, there are skills development and TVET policy-makers and implementers and, on the other, are those served by the system (students and youth). Cutting across these two groups are the communities of scholars both within and external to the University (nationally, internationally and on the African continent) who work in related areas. During 2022, the engagement work of the CYUEE involved all three communities.

## Conclusion

In 2022, the work of the CYUEE has focused on building scholarship in the area of skills (including TVET) and livelihoods. This has involved undertaking third-stream funded research projects and growing scholarship in the field through supervising postgraduate students, producing and supporting academic publications, reviewing and examining journal articles and theses, and sharing the work produced at conferences and seminars. Engaged scholarship is key to the approach, which has seen the CYUEE bringing together dialogues between scholars working in skills and livelihoods, as well as the TVET colleges.

NELSON MANDELA  
UNIVERSITY



## BOOK CHAPTER CALL

LEARNING FOR LIVELIHOODS: SKILLS AND THE INFORMAL SECTOR



We would like to invite chapter contributions for an edited book, Learning for Livelihoods: Skills and the Informal Sector. The volume will be edited by Lesley Powell (Nelson Mandela University), Adam Cooper (Human Sciences Research Council), Simon McGrath (University of Glasgow) and Trent Brown (University of

Melbourne). The book aims to collate into one volume a range of theoretical, conceptual, and methodological lenses that bring together the concepts of skills and livelihoods, to explore how they enable people in various parts of the global south to better realise the lives that they value.



# CHAIR: CRITICAL STUDIES IN HIGHER EDUCATION TRANSFORMATION

The [Research Chair for Critical Studies in Higher Education Transformation](#) (*CrSHET*) was introduced as a strategic post to drive the transformation of the University by grounding it in critical studies and framing it within the concept of an African-purposed curriculum given the current debates about the decolonisation of the University. It was launched in 2018 and, since then, has worked to fulfil its mandate through research, programmatic work, supporting the University leadership team, and serving as a strategic resource to various key stakeholders internally and externally.

In 2022, the Chair transitioned from working online under COVID-19 regulations to a hybrid mode of work, successfully navigating the challenges of the shifting higher education landscape in its quest to be a premier national, regional and international site for critical studies and praxes in higher education transformation with local and global impact.

## Strategic Alignment

As a Research Chair mandated to serve as a strategic resource for the University in transformation matters, *CrSHET* works to develop and critique scholarship around higher education transformation. It thus aligns most notably with the second strategic focus area of Vision 2030: Pursue impactful, pioneering research, innovation and internationalisation to address grand societal challenges and promote sustainable futures. As such, it is also committed to driving the *Transformation Dimension of Academic Excellence* outlined in the Institutional Transformation Plan (ITP).

Its efforts to develop the emerging field of Critical University Studies (CUS) in Africa, with the aim of disclosing the discursive fields that limit the possibilities of the transformation of higher education, is aligned with the V2030 strategic goal of establishing nationally and internationally renowned, inter- and transdisciplinary research themes that address key issues

facing society and the planet. The Advancing Critical University Studies Across Africa ([ACUSAfrica](#)) network, of which *CrSHET* is a founding member, is essential to this work and aligns well with the strategic goal to expand international networks, particularly in Africa and the Global South. This has been a particular focus in 2022. *CrSHET* also pursues the strategic goal of cultivating a vibrant, critical intellectual culture through initiatives like [The Transformative, Responsive University Occasional Paper Series](#), seminar series and student-led programmes.

## Critical University Studies

The lifting of COVID-19 regulations allowed *CrSHET* and its collaborators to host a three-day [ACUSAfrica colloquium](#) at the University in November, with international delegates attending both in-person and online. The colloquium was a culmination of various strands of work the Chair has been engaged in over the past three years. As well as being the next step in advancing the ACUSAfrica network, it was also a significant outcome of the research project on Critical University Studies funded by the National Research Foundation (NRF), which was completed in 2022. The NRF provided partial funding for the colloquium, and the event provided an opportunity to share some of the findings from the mapping of Higher Education Studies, Higher Education Transformation Studies, and Critical University Studies undertaken for the project.

Held at Mandela University, the colloquium's theme was *Reflexive Solidarities in Techno-Rational Times*. Apart from the ACUSAfrica coordinating partners – Queen's University Belfast and the University of Ghana – the event was also supported by the Human Sciences Research Council (HSRC). The colloquium included five 'provocation' sessions; the exhibition of *Aftermath: Violence and Wellbeing in the Context of the Student Movement*, which was jointly produced



by researchers of the HSRC, the University of Venda, and 36 former #FeesMustFall student activists; and the launch of the exhibition-related book, #FeesMustFall and its Aftermath: Violence, Wellbeing and the Student Movement in South Africa. Two evening sessions were also held; one on the Critical University Studies – South Africa (CUS-SA) network (building on “The De/Recompositional Grounds of the University in Techno-Rational Times” seminar held in Johannesburg by the CUS-SA network earlier in the year) and one by the Transdisciplinary Institute for Mandela Studies (TIMS).

The colloquium was intentional in its attempts to expand the African reach of the network. Due to the NRF funding and the collaboration with the HSRC, delegates were able to travel from Tanzania, Uganda, and Ghana. A follow-up meeting with delegates from Makerere University is already planned for 2023. This networking aligns with the University’s African Footprint project, which focuses on increasing connections with universities across the continent.

## Collaborations and Events

In 2022, CrSHET was involved in a range of events with different collaborators. Apart from its collaboration with the HSRC, Queen’s University Belfast, the University of Ghana and all those universities, institutions and entities represented in the ACUSAfrica and CUS-SA networks, CrSHET’s work in 2022 continued to further its internal working relationships within Mandela University. CrSHET has particularly strong relationships with the Faculty of Humanities, due to its focus on Revitalizing the Humanities; the other entities in the ETP; the Universal Accessibility and Disability Services (UADS); and the Vice-Chancellor’s Office, as its mandate includes support of the University leadership in pursuit of transformation. It also works extensively with students and student leaders.

Several collaborative events showcased these internal partnerships in 2022. CrSHET co-hosted the book launch of *African(a) Queer Presence* with the CWGS, the NRF-DSI SARCHI Chair in African Feminist Imaginations, and the NRF-DSI SARCHI Chair in Sexualities, Genders, and Queer Studies.

It also supported the Imkamva Residence panel debate and partnered with the Madibaz Student Representative Council for the launch of Socialism NoMunt’ Omusha and a Master-class by Dr Wa Sekake. CrSHET and CANRAD jointly hosted the [Inaugural Govan Mbeki Institutional Public Lecture](#) featuring Mcebisi Jonas on ‘Navigating Global and Domestic Turmoil: The Urgent Need for Visionary Collaborative Leadership’.

Decolonisation emerged as a significant theme in CrSHET’s work in 2022, explored through various events like Prof Breitner Tavares’ seminar that brought to the fore Brazil’s colonial history, the ACUSAfrica launch of *Decolonising African Higher Education: Practitioner Perspectives from Across the Continent*, and the “Beyond Decolonisation?” seminar that turned a critical eye on the decolonisation discourse within academia, considering its limitations and speculating on alternatives.

To contribute towards the advancement of the oft-neglected transformation imperative of universal accessibility, in 2022 CrSHET appointed a research assistant to facilitate collaboration with UADS. This partnership led to projects such as educational material evaluation, the creation of an expression space for student well-being, and a South African sign language course for staff. CrSHET also provided editorial support for the Nelson Mandela University book project, which aligns with the University’s strategic priorities and aims to develop categories of self-understanding for institutional transformation.

CrSHET is also undertaking the development of an Online Resource for Higher Education Transformation (ORHET), endorsed by Universities South Africa (USAf), and partnering with Rhodes University, Stellenbosch University, the University of Cape Town, and the Vaal University of Technology. ORHET is envisioned as an extensive archive and collaborative platform for transformation-related resources and online courses for transformation scholars and practitioners in the South African higher education sector.



## Student-led Research and Programmes

In 2022, *CrSHET* prioritised revitalising student-led initiatives and continued offering student assistant and research assistant positions to Mandela University postgraduates. The student reading group, initially established in 2019, was successfully revived with the support of an engaged group of students. They organised four plenary sessions, each addressing different themes related to social justice. The official relaunch of the reading group is scheduled for 2023.

*CrSHET* also initiated the Student Navigational Capacities Project, led by one of its postdoctoral fellows. The project team mainly comprises student research assistants, alongside research assistants and researchers from the Chair. The project asks how understanding former quintile one students' navigational capacities might inform our understanding of the uptake of humanising pedagogies and the idea of decolonisation at the university. It aims to challenge deficit-based approaches to studying inequalities in higher education.

## Publications and Postgraduate Supervision

In relation to the financial sustainability of the University, *CrSHET* continues to contribute to research subsidy generation through its cohort of HEAVAs, associates, postdoctoral fellows, and researchers. This year, thirty-six (36) articles, twenty-five (25) book chapters and three (3) books published in 2021 were submitted to the Department of Higher Education and Training (DHET). The current estimation for 2022 research outputs to be submitted in 2023 is thirty-five (35) articles, twelve (12) book chapters and one (1) book.

*CrSHET* also remains involved in co-editing two book series: *On Higher Education Transformation*, published by African

Sun Media, and *African Higher Education: Developments and Perspectives*, in collaboration with the University of Johannesburg and Brill Publishers. The Transformative, Responsive University Occasional Paper Series, the ETP Office and *CrSHET* collaboration, also continues to publish papers.

Prof André Keet and other staff at *CrSHET* are involved in supervision in collaboration with the University faculties and other universities. In 2022, *CrSHET* was involved in the ongoing supervision of eight (8) doctoral students and two (2) Master's students, with one (1) PhD student graduating. *CrSHET* also hosted three postdoctoral fellows this year in the areas of Institutional Change, Digital Humanities and Critical Constitutionalism.

## Conclusion

*CrSHET* has demonstrated remarkable adaptability and dedication to advancing its mission within the University. The transition to a hybrid work model in 2022 underscored its resilience and commitment to its objectives, harmonising seamlessly with the University's Vision 2030 goals of fostering impactful research, internationalisation, and nurturing a dynamic intellectual environment. *CrSHET's* influence within the realm of Critical University Studies in Africa, evident through collaborations, events, and student-driven initiatives, has firmly established it as a pivotal asset in the higher education landscape. Moreover, its emphasis on publication and postgraduate guidance underscores its dedication to fostering sustainable research and academic development. Looking forward, *CrSHET* remains poised to sustain its transformative journey, serving as a catalyst for critical discourse and positive change within the higher education sphere.



# HIV & AIDS RESEARCH UNIT

The [HIV & AIDS Research Unit's](#) mandate is to be a leading community-driven research entity on HIV & AIDS-related issues in South Africa. The Unit's goals include using educational resources, publications, and advocacy to promote positive social and behavioural change, and reduce discrimination and stigma.

Following a successful pilot study on Gender-Based Violence (GBV) knowledge, attitudes, behaviour, and practices among law enforcement agents, the Research Unit initiated a broader research project targeting police commanders, GBV coordinators, and other staff. One key finding highlighted the need for capacity-building in addressing GBV, leading to the creation of SLPs in this field. The Unit also identified workplace wellness and curriculum integration as challenges within the institutional context, and designed SLPs accordingly. All SLPs underwent external evaluation by experts from Sefako Makgatho Health Science University (formerly known as MEDUNSA). In 2022, the Research Unit prioritised collaborative knowledge creation with civil society organisa-

tions (CSOs) and government departments on GBV, adopting a co-constructive paradigm. This approach recognised that knowledge extends beyond academia and that co-constructed knowledge aligns better with community perspectives. The Unit's efforts resulted in a booklet on GBV, showcasing CSOs and government departments as contributors to knowledge production and democratic innovation. These collaborations strengthened the Unit's relationships with stakeholders and led to requests for assistance in proposal writing, guest speeches, event hosting, and resource negotiation.

The Mayoral Office of the Nelson Mandela Bay Metro (NMBM) engaged the Research Unit in discussions regarding Presidential mandates on the National Strategic Plan (NSP) for Gender-Based Violence and Femicide (GBVF) and HIV & AIDS. This engagement expanded to include invitations to summits hosted by the Office of the Eastern Cape Province Premier, where the Research Unit reported on NSP implementation.

In addition to supervising Master's and Doctoral students across various faculties, the Unit was invited by Mandela University's International Office to present to international students hosted by the University. It also participated in United Nations discussions on the surge of GBV and HIV during the COVID-19 era in South Africa by sharing their research findings. Furthermore, the Unit presented a paper at a summit organised by BRICS countries, focusing on understanding matriarchal philosophical perspectives in patriarchal societies.

The HIV & AIDS Research Unit actively disseminated research findings through publications and conference presentations. For instance, the Unit presented research on the experiences of ready-to-use therapeutic food in a local context at the South African Child Health Priorities Association conference held at the School of Public Health, University of Witwatersrand Health Sciences Faculty in Johannesburg from November 24th-26th.

The HIV & AIDS Research Unit's commitment to tackling critical issues through proactive research, collaborations, and participation on national and international platforms underscores its role in effecting positive societal change. The Unit's adaptability and dedication are crucial assets in the ongoing battle against HIV, GBV, and discrimination. The Unit exemplifies the power of research, partnership, and advocacy in addressing complex global challenges and advancing the cause of public health and social justice.

The Southern Africa Development, Research and Training Institute, in collaboration with Nelson Mandela University and with the financial support of the US Government, is hosting the

27&28  
OCT

## EziNgcanjini men's symposium

Nelson Mandela University  
Missionvale Campus  
Conference Centre



**Healing the wounds  
of Manhood and Masculinities**  
*an imperative for the prevention of  
Gender Based Violence and Femicide*

# TRANSDISCIPLINARY INSTITUTE FOR MANDELA STUDIES

The [Transdisciplinary Institute for Mandela Studies](#) (TIMS) is focused on enhancing the academic and social identity of Mandela University. This project, in collaboration with the Nelson Mandela Foundation (NMF), aims to promote trans-disciplinary studies on Mandela. It contributes to the revitalisation of Humanities and Social Sciences through social justice research and praxes. The initiative aims to reshape the University's interactions with itself and its communities.

## Transformation Indaba Panel Discussion

In late 2021, a media campaign was launched in preparation for the 2022 Transformation Indaba. The campaign aimed to make previous discussions more accessible through social media and the University MEMO platform, generate interest in the TIMS panel discussion, and collect data. A survey with five key questions around the Mandela name and its meaning for the University was part of the campaign, receiving over 250 responses from over 50 respondents in three months. The TIMS panel discussion, held on February 10th during the Indaba, featured Prof Verne Harris from NMF and Prof Crain Soudien from HSRC, as well as Dr Muki Moeng (Dean of the Faculty of Education), Prof Pamela Maseko (Dean of the Faculty of Humanities), Ms Patsanani Tokwana (Mandela alumnus and Mandela Cultural Fellow), and Mr Siyanda Qoto (Master's student and Mandela-Rhodes scholar), all from Mandela University. The survey data gleaned from the media campaign provided valuable insights.

## Faculty and Student Focus Group Discussions

Following the 2021 social media survey and the Transformation Indaba, TIMS organised focus group sessions with undergraduate students to explore the *Mandela Identity* within the Nelson Mandela University community at departmental level. These discussions aimed to understand subjective meanings attached to Mandela's name, and their implications for education, disciplines, and community. TIMS, per the deanery's guidance, continued its call for conversations at the disciplinary and faculty levels. Sessions involving Architecture, Interior Design, and Engineering students took place on August 4th and 5th. These sessions engaged 67 students in discussing the Mandela Scholarship project and its future direction. Future faculty focus group discussions are anticipated.

Join TIMS for the  
**MANDELA STUDIES  
FOCUS GROUP**

Mandela studies seek to interrogate the name *Mandela* critically. The focus groups aim to understand subjective meanings attributed to the name and the implications these meanings may have on teaching and learning, a particular discipline, and our sense of community here at Nelson Mandela University.

*This is an opportunity for creative, lateral thinking and the TIMS team is really looking forward to hearing your thoughts and opinions - no matter how radical (or modest).*

*We will provide tea and coffee to heat up the discussions.*

**ARCHITECTURE**  
TIME : 09:30 - 11:00  
DATE : 04-08-2022  
VENUE : STUDIO INCUBATE

**ARCHITECTURAL TECHNOLOGY &  
INTERIOR DESIGN**  
TIME : 09:00 - 11:00  
DATE : 05-08-2022  
VENUE : STUDIO STUPOR

**SCHOOL OF ENGINEERING**  
TIME : 13:30 - 14:30  
DATE : 05-08-2022  
VENUE : ROOM 0003

for enquiries:  
michaelap@mandela.ac.za

## 'Radical Openness' Panel

In November 2022, Mandela University, along with Queen's University Belfast and the University of Ghana, co-hosted the Advancing Critical University Studies Across Africa (ACUS-Africa) Colloquium called "Reflexive Solidarities in Techno-Rational Times". As part of the colloquium, TIMS organised a panel discussion on the theme of "Radical Openness". This discussion aimed to explore the various contradictions surrounding the name "Mandela" and its implications for critical university practices. The panel discussion built on the 'Mandela Posture, Identity and Scholarship' and the 'Politics and Cultures of Naming' workshops held in 2021, as well as the above-mentioned University engagements held earlier in 2022. The discussion was opened by Prof André Keet. Prof Crain Soudien, Honorary Prof at CANRAD, presented an initial provocation, which was then discussed by four panellists: Prof





Nomalanga Mkhize, Acting Director of the School of Governmental and Social Sciences; Rachel Collett, Programme Coordinator for Visual Studies; Keneilwe Natu, SRC Premier; and Prof Xolela Mangcu, Interim Director of Africana Studies at George Washington University. This panel discussion was also part of the University's five-year name-change celebration. The discussion synthesised ideas and concerns from the colloquium, focusing on the importance of practices, their construction, and the conceptualisation of a critical university praxis influenced by *Mandela's* social figure.

### Mapping *Mandela* at Mandela University

The University's engagement with stakeholders, both internal and external, has been highly productive. It has included formal celebrations and events aligned with the University's commitment to critical thinking and debate. To date, the University has organised several important conferences and colloquia that brought together leading South African and international scholars, commentators, and observers of Mandela. These engagements significantly contributed to the University's understanding of its identity as Nelson Mandela University. TIMS is now collaborating with academic departments, students, and staff to explore the significance of the Mandela name for its academic mission. This endeavour aims to highlight the University's efforts to become a locally responsive, nationally active, regionally engaged, and globally aware African institution. A Mandela Mapping Note is in development which aims to showcase some of these moments.

### Conclusion

The Transdisciplinary Institute for Mandela Studies has embarked on a transformative journey through its collaboration with the Nelson Mandela Foundation, initiating vital dialogues aimed at reshaping the University's identity in alignment with principles associated with Mandela the *social figure*. Leveraging social media campaigns, panel discussions, and international colloquia, TIMS continues to catalyse critical conversations surrounding Mandela's enduring legacy and its profound influence. Looking ahead, TIMS remains unwavering in its dedication to unravelling the multifaceted dimensions of Mandela's legacy, steering Mandela University towards a holistic transformation. The commitment persists in making Mandela University not only locally responsive but also nationally active, regionally engaged, and globally aware. Through these efforts, TIMS underscores the profound impact that *Mandela* principles can have on shaping not only an educational institution but also the broader community, fostering a legacy that transcends borders and generations.

NELSON MANDELA  
UNIVERSITY

### Embodying *Mandela* at Mandela University

A short mapping of key University activities speaking to the social figure, *Mandela*



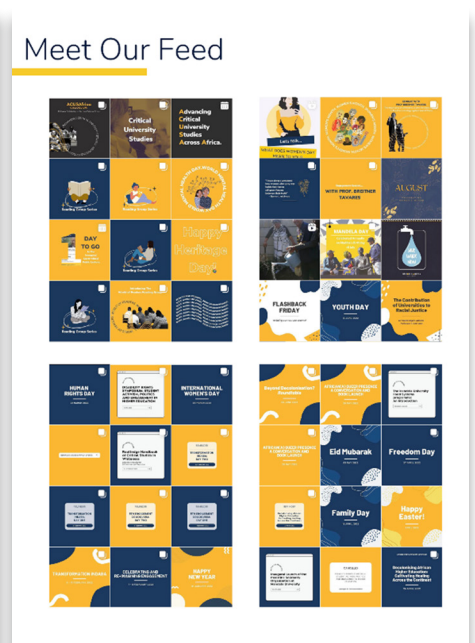
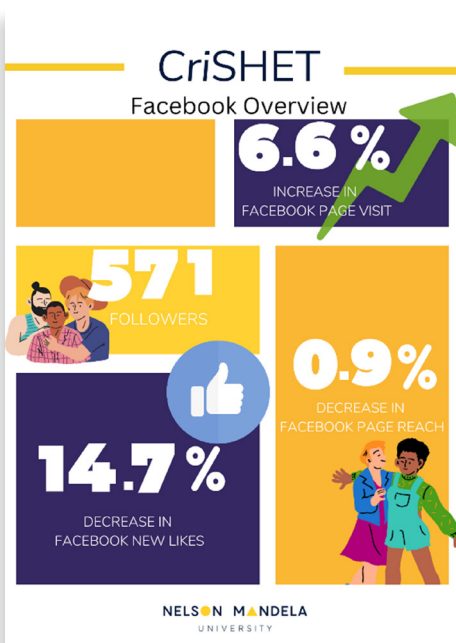
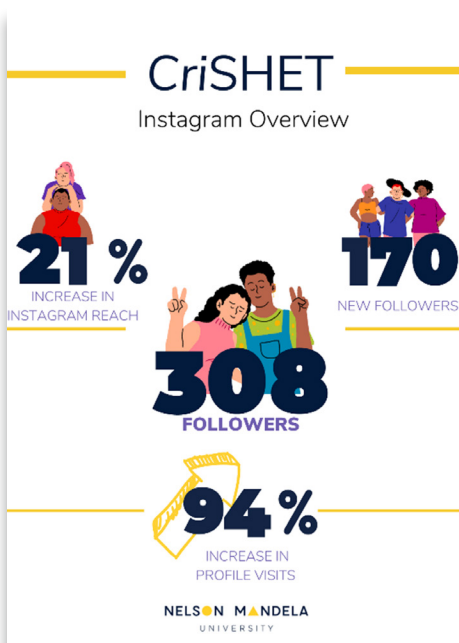
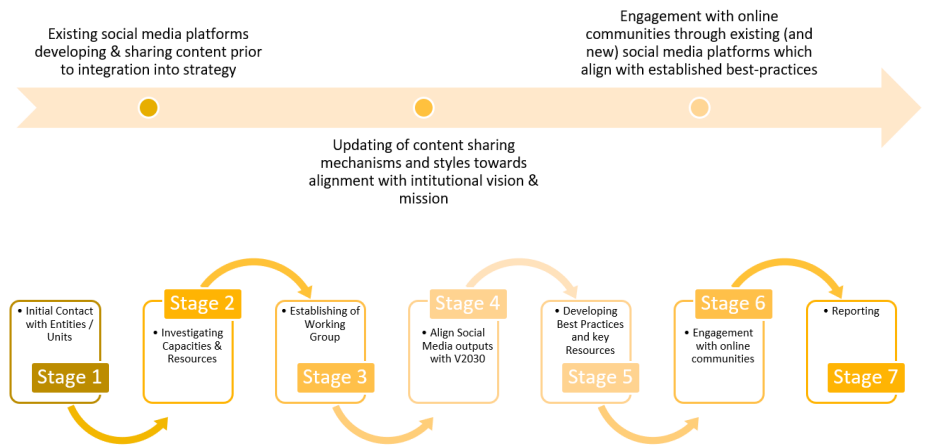
# ADDENDUM A

## MOBILISING SOCIAL MEDIA TO ENHANCE ONLINE ENGAGEMENT

The following section provides a broad, yet reflective case-study narrative of the use of social media platforms within the Engagement and Transformation Portfolio (ETP) Office and Chair for Critical Studies in Higher Education Transformation (CrSHET).

The Social Media Strategy for the ETP in 2022 aimed to build on the foundation laid in the previous year. In 2021, a strategy was developed to harness the potential of social media in light of the COVID-19 pandemic's impact on face-to-face

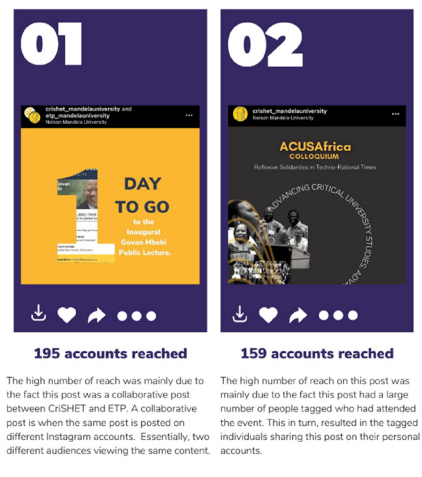
interactions. This involved engaging with online communities, building trust, and bridging information gaps through various strategies, including FAQs, event postings, connecting to related causes, and seeking feedback. Clusters were formed within the portfolio, categorised as event-heavy or info-heavy, to facilitate resource sharing. A resource toolkit was provided, including a presentation on 2021 social media trends, a reporting guide, and a shared events and content calendar. A workshop on MS Teams was conducted to enhance skills in online event management and video editing.



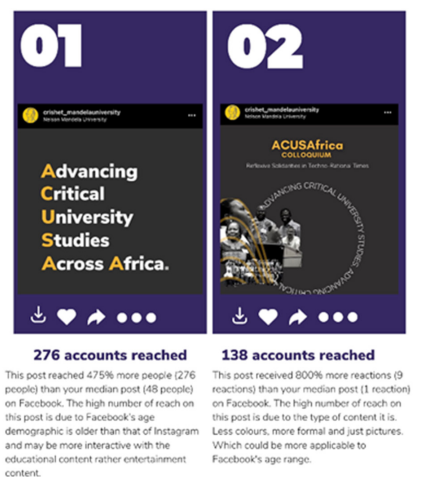
## Instagram Stories



## Top Ranking Posts



## Top Ranking Posts



The ETP Office joined social media in 2021, focusing on creating an online presence, promoting events, and providing support. Instagram, Facebook, and LinkedIn accounts were established, with content ranging from introducing the portfolio to sharing event information and engaging with the audience. The office collaborated with CrSHET and adapted its strategy based on entity liaisons' capacity and platform preferences. In 2022, the strategy aimed to strengthen the online presence, increase awareness, and experiment with different content types. The use of tools like Canva, InShot, CapCut, and Meta Suite for content creation and management was emphasised. Content pillars were identified to guide content creation, with a focus on shorter, more engaging captions; questions; humour; emojis; polls; and music.

Different strategies were used for Instagram and Facebook due to platform-specific trends and preferences. Strategies included optimising post timings, hashtags, video and moving graphics, and emphasising engagement with other accounts within the Portfolio and the University. During the period under review, Instagram showed better performance, and the importance of tailored strategies for each platform was highlighted. Follower insights and demographics were analysed to tailor content, language use, and communication styles. Instagram and Facebook analytics were compared to track progress and adjust strategies. Stories were utilised to share real-time updates and engage with other entities. Twitter was employed for more focused engagement around CrSHET-related topics comprising informative tweets, with a more formal communication style on LinkedIn and concise.

Overall, the 2022 strategy aimed to establish a strong online presence, experiment with content, and adapt strategies based on platform-specific trends and audience preferences. The importance of data analysis and platform-specific approaches was emphasized to optimise social media engagement.

## Conclusion

The 2022 Social Media Strategy for the ETP Office and CrSHET demonstrated adaptive online engagement initiatives. Building upon the work done in 2021, the teams improved their online presence across Instagram, Facebook, LinkedIn, and Twitter. This was driven by efforts to customise strategies for each platform, aligning with current trends and audience preferences. The strategy used a range of tools and content pillars to create engaging, dynamic content through real-time updates via Stories, for example. Reviewing data analytics and follower insights allowed for adjustments and improvement where necessary. Looking forward, there exists an opportunity for social media to aid in the Portfolio's mission to connect, inform, and engage its audiences.

### Follow CrSHET on Social Media:

- Facebook: @crishetmandelauniversity
- Instagram: @crishet\_mandelauniversity
- Twitter: @cri\_shet

### Follow the ETP Office on Social Media:

- Facebook: @etp.mandelauniversity
- Instagram: @etp\_mandelauniversity
- LinkedIn: engagement-transformation-portfolio-nelson-mandela-university

**Change the World**

---

**PO Box 77000,  
Nelson Mandela University  
Gqeberha, 6031  
info@mandela.ac.za**



[mandela.ac.za](http://mandela.ac.za)

**NELSON MANDELA**  
UNIVERSITY